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ABSTRACT

This report provides background information to the Virginia Board of Education and the Virginia Department of Education for implementation of a policy which makes major program changes at Virginia's two Schools for the Deaf and the Blind in Hampton and Staunton. The information covers a history of the schools, current school programs and services, descriptions of previous policy and program reports, the physical facilities, budget data, enrollment data, and reimbursement for regional programs. Appendixes offer descriptions of physical facilities, budget and enrollment data, rates for special education and related services by school district, previous report summaries, and maps. (JDD)

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Virginia Schools for the Deaf and Blind: Comprehensive Report

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RFP 91-72

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PREFACE

The Virginia Department of Education has developed this comprehensive report to provide background information regarding the two Schools for the Deaf and the Blind.

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The members of the team wish to express their sincere appreciation to Mr. Frank Bryan, Acting Superintendent VSDB-Hampton, Mr. Whit Menefee, Acting Superintendent, VSDB - Staunton, and members of their staffs, without whose cooperation this report would not have been possible.

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EXECUTIVE SUMMARY

On May 30, 1991, the Virginia Board of Education approved recommendations for the future of the Virginia Schools for the Deaf and the Blind. The action of the Board includes major program changes at both schools.

As a result of that action, The Virginia Department of Education formed a transition team to facilitate the changes approved by the Board. In an effort to provide background information to the Board of Education and the Department of Education, the need for a comprehensive report became evident. This comprehensive report is intended to be an information resource; it is not designed to include formal recommendations about the future of the two schools.

Chapters in this document include information relating to the history of the two schools, summaries of past reports, a description of the schools' physical plants, an analysis of their budgets, enrollment data, and also rates for existing regional programs.

INTRODUCTION

On May 30, 1991, the Virginia Board of Education approved major recommendations affecting the future of the Virginia Schools for the Deaf and the Blind at Hampton and Staunton. As a result of the Board's action, the Virginia Department of Education formed a Transition Team to assist the two schools through the period of change.

Numerous reports, surveys, studies, and recommendations pertaining to the two schools have been completed over the years. The Department of Education determined that this comprehensive report should be prepared to summarize earlier studies and reports. This report will also provide background information to the Board of Education and the Department of Education concerning the two schools for the Deaf and the Blind.

As indicated in the table of contents, the report is varied and wide-ranging. In dealing with enrollment, budgets, etc., it should be noted that such data may change from day to day and year to year. Special attention should be paid to all footnotes or remarks included in the text and appendices.

The data contained in this report were provided by the staff at the schools, Department of Education records, surveys, field visits, and other state agencies. The identification of sources and contact persons will be furnished upon request.

THE HISTORY OF THE SCHOOLS

A Virginia School for the Deaf and the Blind has been serving students for 150 years. On November 15, 1839, the school at Staunton formally began instruction for the deaf and the blind with two deaf students and two blind students. In 1840, the cornerstone was laid for the historic brick and stone Main Hall building. It has been designated as a Virginia Historic Landmark because of its significant role in the history of the Commonwealth.

During the Civil War, the school served as a hospital for wounded soldiers and the students were moved to the Virginia Female Institute (now Stuart Hall in Staunton). Many distinguished figures have honored the school through visits or speeches at graduation exercises. In 1855, the graduates were addressed by the Reverend Joseph R. Wilson, pastor of the Staunton Presbyterian Church and father of future President Woodrow Wilson. Since the first graduation in 1844, the school has graduated over 6,000 students who were either deaf or blind. Many of the graduates have gone on to higher education; in 1988, 50 percent of the graduating class continued their education.

Established in 1906 by an Act of the General Assembly, the Virginia School for the Deaf and the Blind at Hampton is located on a 72-acre site in the City of Hampton. The school has had several name changes since its beginning. From 1906-1946 it was known as the Virginia State School for the Negro Deaf and the Negro Blind. From 1946-1966 it was named the Virginia State School. The current name is the Virginia School for the Deaf and the Blind at Hampton.

In its early years, the Hampton school served as an agricultural school for deaf and blind students. During that time, the school maintained farm land and the students sold produce, meat, and dairy products from handcarts. During World War II, the school began to shift emphasis in its program from an agricultural curriculum to a vocational curriculum with students being educated in various trades ranging from brick masonry to business education. The school's role as a leader in vocational education continued through the 1960's when, as a result of the Civil Rights Act, the mission of the school changed to include a comprehensive curriculum for all deaf and blind children living in the eastern portion of the state. In 1977, the school also began a program for sensory-impaired multihandicapped students.

Today, the schools at Staunton and Hampton provide a complete program of education from birth to high school with a curriculum that follows closely that of the regular public schools. Adaptations include auditory training, speech and speech reading for the deaf, and Braille and mobility training for the blind. The Virginia School for the Deaf and the Blind at Staunton operates one separate school for the deaf and one for the blind, with a

principal and teaching staff assigned specifically to each school. The School at Hampton is organized as an elementary and secondary school. A high school diploma may be earned by students who complete the regular units of credit, while special diplomas are awarded to students completing the requirements of the individualized educational plan.

In 1984, by an act of the General Assembly, all of the real estate and personal property existing in the name of the Board of Visitors of the Virginia Schools for the Deaf and the Blind was transferred to the control of the Board of Education. The act directed that the Superintendent of Public Instruction administer, supervise, and direct the activities and programs of the schools pursuant to the rules and regulations of the Board. Under this legislation, the Board was authorized to establish geographic attendance zones to determine which school students would attend. Until the May 30, 1991, action of the State Board of Education, students east of interstate highway route 95 attended the Hampton school, while those west of interstate highway route 95 attended the Staunton school with the following exceptions: all multiple handicapped students attended the Hampton school. All deaf and blind students requiring residential services are now admitted to the School in Staunton. The 1984 legislation also provided that the Board of Education, from time to time, may approve additional programs that may be appropriate and stipulated that there shall be no charge for educational services.

PRESENT SCHOOL PROGRAMS AND SERVICES

The Schools for the Deaf and Blind at Staunton and Hampton offer elementary and secondary education programs for children with sensory impairments. The schools offer academic, pre-vocational and vocational training. Both schools use a total communication approach for teaching communication skills to hearing impaired students. The curriculum at Staunton places a greater emphasis on academic preparation while the program at Hampton has a stronger vocational preparation component.

Hampton is organized into elementary and secondary school with deaf and blind students attending the school appropriate to their ages. Hampton offers a program for multihandicapped students. The program for multihandicapped students is available to students regardless of the area of the state where the child and family reside.

The school at Staunton is organized into separate schools for the deaf and blind. It offers an outreach home-based program to hearing impaired infants in the Staunton area as well as an on campus program for toddlers.

Both schools offer all related services required by each child's IEP, including audiological services, orientation and mobility training, occupational and physical therapy, counseling, psychological services including diagnostic services and treatment for emotional problems, behavior management, speech therapy and recreational programs. Residential services, including room, board, and general supervision are also offered at both schools.

SUMMARY OF PREVIOUS POLICY/PROGRAM REPORTS

Many committees have studied the Virginia Schools for the Deaf and the Blind (VSDB). In this section, the recommendations of these reports are summarized. (reference Appendix I, reports & summary sheets)

Six major recommendations are consistent throughout these reports:

1. The schools should serve as a center for vocational activities for deaf and blind students.
2. The schools should serve as diagnostic and assessment centers for deaf and blind children.
3. The schools should serve multihandicapped children.
4. The schools should be training centers for teachers of deaf and blind children.
5. Consideration should be given to consolidating programs at one of the two facilities and phasing out programs at the other.
6. The Schools for the Deaf and the Blind's programs should be integrated with those of local school divisions and other state agencies such as the Department for the Visually Handicapped and the Department for the Deaf and Hard of Hearing.

The reports can be separated into three distinct eras:

1. Reports between the time that the Boards of Visitors of the two schools were combined in 1977 through the decision by the General Assembly to transfer the governance of the schools to the Board of Education in 1984. These reports dealt with the efficiency and effectiveness of programs at the schools under the new joint Board of Visitors.
2. Reports in the second era deal with the way the schools functioned after the transfer of governance to the Board of Education in 1984 through the Board's 1990 decision to (1) have one statewide residential School for the Deaf and the Blind at Staunton and (2) develop Hampton into a school for multihandicapped populations.
3. Reports in the third era deal mainly with developing the mission and use of the Hampton school. The era ends with the Board's 1991 decision to phase out state-operated

programs at Hampton by July 1994.

Major decisions made by the Board of Education in 1990 and 1991 can be traced from the earliest reports recommending that the schools should add programs and that there may be a time when the programs for the deaf and the blind should be combined on one campus. As the reports are read, it is apparent that there is a defining and refining of these ideas with considerable input from school divisions, advocacy organizations, advisory committees, and other state agencies.

FIRST ERA OF REPORTS

1977 The Boards of Visitors of the two Schools are combined into one joint Board of Visitors.

May 1979 REPORT: IN-DEPTH STUDY COMMITTEE; VIRGINIA SCHOOLS FOR THE DEAF AND THE BLIND; McClure.

This report was requested by the combined Boards of Visitors of VSDB. The purpose of the study was to study the role and function of each school. Several of the report's nine recommendations are worth noting:

1. Each School should have the same K-12 programs for deaf, blind, MH-deaf, and MH-blind students.
2. Both should have both academic and vocational programs.
3. The schools should become diagnostic and assessment centers.

Oct. 1983 IN-DEPTH STUDY COMMITTEE - VIRGINIA SCHOOLS FOR THE DEAF AND THE BLIND; Penland.

This report was requested by the VSDB Board of Visitors. While there is no stated purpose for the report, it can be assumed that the purpose is to fulfill the legislative requirement to study the role and function of the schools. This report made seventeen recommendations; notable among them were the following:

1. The VSDB system should be consolidated on one of the existing campuses if the student enrollment dropped below an unspecified number. If that were to happen, then there were suggestions about how to use the other facility.
2. The vocational program should be strengthened.
3. The schools should become diagnostic, resource and outreach centers.

Mar. 1984 The 1984 session of the Virginia General Assembly transferred governance of VSDB-H and VSDB-S to the State Board of Education, effective July 1, 1984.

SECOND ERA OF REPORTS

Beginning in the Second Era, reports were developed that would help determine both the mission of the schools and the use of existing facilities.

May 1984 REPORT OF THE TRANSITION TEAM ASSIGNED TO STUDY MERGER OF THE STAUNTON AND HAMPTON SCHOOLS FOR THE DEAF AND THE BLIND WITH THE VIRGINIA DEPARTMENT OF EDUCATION; Tubbs.

This is a report from the Department of Education's transition team with recommendations to facilitate a smooth transition of the merger with the Department of Education. There are 70 recommendations in fourteen general areas such as special education, vocational education, fire safety, etc.

July 1984 Governance of the Schools is transferred to the Board of Education.

Nov. 1985 VEEVA (VOCATIONAL EDUCATION EVALUATION IN VIRGINIA) TEAM REPORT VSDB-S

Dec. 1985 VEEVA (VOCATIONAL EDUCATION EVALUATION IN VIRGINIA) TEAM REPORT VSDB-H

The purpose of the VEEVA reports was to make recommendations for improving the vocational education programs at the two schools.

Dec. 1985 REPORT OF THE AD HOC COMMITTEE ON THE UTILIZATION OF FACILITIES AT THE VIRGINIA SCHOOLS FOR THE DEAF AND THE BLIND; Allen.

The Board of Education established this Ad Hoc Committee to recommend ways for expanding the mission of the Virginia Schools for the Deaf and the Blind to make better use of the facilities at the two schools.

The committee made two major recommendations:

1. Expand the mission of the schools to include other disability groups such as mentally handicapped and dually diagnosed.
2. Consolidate the deaf, blind, and multihandicapped programs at one facility, and either dispose of the other facility or use it for other purposes.

Apr. 1986 SURVEY OF SCHOOL DIVISIONS TO DETERMINE POTENTIAL SERVICES AND PROGRAMS THAT COULD BE PROVIDED BY THE SCHOOLS FOR THE DEAF AND THE BLIND; DOE.

The Board of Education requested DOE to survey school divisions to determine how the Schools for the Deaf and the Blind could be of assistance to them.

The report delineates four programs which the school divisions indicated would be of moderate to great value:

1. Special vocational training programs for the deaf, blind and MH students.
2. A regional center to provide vocational and educational assessments for handicapped children.
3. A 12-month regional research and training center for training and retraining special education teachers.
4. A residential program for MH children who are not deaf or blind.

Apr. 1986 SURVEY OF PARENTS OF CHILDREN OF THE VIRGINIA SCHOOLS FOR THE DEAF AND THE BLIND; DOE.

The purpose of the survey was to determine parents' satisfaction with existing services, additional services needed, and parent reaction to the Ad Hoc Committee on the Utilization of Facilities recommendations.

Parents from VSDB-H recommended adding post secondary programs such as job training and expansion of the MH program to include MH children who are not deaf or blind.

Forty-eight percent of the VSDB-H parents said they would not send their children to VSDB-S if that was the only school for the deaf and the blind in Virginia; twenty-six percent were undecided.

Parents from VSDB-S recommended post secondary programs such as job training.

A majority of the VSDB-S parents said they would not send their children to VSDB-H if that was the only school for the deaf and the blind in Virginia; twenty-three percent were undecided.

Mar. 1987 COST ANALYSIS FOR OPERATING ONE OR TWO STATE SCHOOLS FOR THE DEAF AND THE BLIND; Department of Information and Technology.

The report was requested by the Superintendent of Public instruction to determine the real cost to the state of continuing to operate both schools, and, more

importantly, to determine the difference between that cost and the cost to operate a single "consolidated" school at either Hampton or Staunton assuming the schools would continue to serve the deaf, the blind, and the multihandicapped.

The analysis indicated that the savings would be significant if either school were closed, and the savings would be greater if VSDB-S were closed. This was because Hampton was already the site of the MH program and because Hampton had a large number of day students; it would not incur additional costs to develop a multi-handicapped program.

Two-year savings if consolidated at VSDB-H: 5,378,481
Two-year savings if consolidated at VSDB-S: 4,695,512
682,969

1986 Engineering and Building Report: VSDB-S
1987 Engineering and Building Report: VSDB-S

The purpose of the surveys was to identify the maintenance organization, procedures, and physical plant facilities in order to identify maintenance methods and conditions of the buildings (reference the chapter on the Physical Plant for details).

1987 DEMOGRAPHIC CHARACTERISTICS OF THE HEARING AND VISION IMPAIRED STUDENTS IN VIRGINIA'S PUBLIC SCHOOLS; Martin.

The purpose of this report was to document the population demographically and socioeconomically and to compare important subgroups within it.

The study provides demographic and programmatic information about Virginia's hearing impaired, visual impaired, and hearing/visually impaired student populations in both residential and nonresidential settings. Since this was a descriptive report, it does not make recommendations.

Feb. 1989 FORUM REPORT AND RECOMMENDATIONS TO THE BOARD OF EDUCATION; VSDB Advisory Committee.

The Board of Education requested the VSDB Advisory Committee to hold public forums in the seven planning districts to collect information concerning the future mission of the Schools for the Deaf and the Blind.

The forums produced seven recommendations that included the following services:

1. Assessment centers for deaf, blind, and MH students,
2. Training centers for teachers of the deaf and the blind,
3. Vocational programs, and
4. A residential school for the gifted at Hampton.

Based in part on the information of the preceding reports, the Board of Education began to develop the mission of the schools. These were developed through a series of decisions by the Board; Following each decision, there were further studies and reports upon which the Board based its next decisions.

1989

DRAFT: RECOMMENDATION ON FUTURE DIRECTION OF VIRGINIA'S SCHOOLS FOR THE DEAF AND THE BLIND AT HAMPTON AND STAUNTON; DOE.

This draft report reviewed the status of the programs at the two Virginia Schools for the Deaf and the Blind at Hampton and Staunton. The report was sent to interested organizations and individuals for their review and comments.

This report looks at the VSDB capacities, March 1989 student membership and private school placements. Of the five recommendations the following three are most notable:

1. VSDB-H should serve MH-deaf, MH-blind, Other MH, severely mentally retarded and autistic.
2. VSDB-S should serve deaf and blind.
3. Implementation schedule; begin in 1990-91 school year and conclude in July 1993.

Oct. 1989 **ADVISORY PAPER TO THE VIRGINIA DEPARTMENT OF EDUCATION ON THE DRAFT DOCUMENT: RECOMMENDATION ON FUTURE DIRECTION OF VIRGINIA'S SCHOOLS FOR THE DEAF AND THE BLIND AT HAMPTON AND STAUNTON; Joint Advisory Committee; System Change Project and Students with Severe Handicaps.**

This report was a response by these two Department of Education advisory committees to the Draft: Recommendations on the Future of the Virginia Schools for the Deaf and the Blind at Staunton and Hampton report.

The report stated that the draft recommendations were not

in the best interests of children and families and should not be implemented. Sixteen recommendations were made dealing with facilities, integration of handicapped children, individual programs, and personnel. The committee recommended that students should be educated in a setting close to their homes; at a minimum Staunton and Hampton. Further recommendations strongly encouraged development of local programs for these students.

Mar. 1990 PLANS FOR THE FUTURE DIRECTION OF THE VIRGINIA SCHOOLS FOR THE DEAF AND THE BLIND; Board of Education Decision.

These decisions can be directly traced back through the preceding reports. Following is a summary of the Board of Education's decisions:

1. Beginning July 1, 1991, VSDB-S would be the statewide residential school for the deaf and the blind. As such it would receive all new applications for deaf and blind students
2. Beginning July 1, 1991, VSDB-H would be the statewide residential school for M.H.-deaf and M.H.-blind cease enrolling deaf and blind students who are not multihandicapped.
3. The transition period would begin July 1, 1991, and end July 1, 1994.
4. By July 1, 1991, VSDB-S will offer short-term, residential, highly concentrated programs of instruction for deaf and blind students. VSDB-H would offer similar programs on a nonresidential basis for the Tidewater area.
5. Throughout the transition period, both schools would provide nonresidential services.
6. Beginning July 1, 1992 VSDB-S, in cooperation with DDHH and DVH would serve as the statewide resource center for the deaf and the blind. VSDB-H would serve as a regional resource center for the Tidewater area.
7. By July 1, 1991, both schools would have evaluation services available for school divisions and parents.
8. By July 1992, the schools would serve as centers for teacher education and inservice programs.
9. By July 1992, the schools would offer summer

programs and comprehensive transition programs.

10. DVH and DDHH would be requested to assist the schools in developing programs that would integrate with activities in school divisions.
11. In planning the future direction of the schools, DOE would seek advice and involvement of other state agencies; including, DVH, DDHH, DMHMRSAS, DRVD, and DSS.
12. The future mission and use of VSDB-H would be evaluated by staff of DOE with assistance from appropriate support and advisory committees. By July 1, 1990, the staff of DOE was asked to determine school's mission, and make recommendations to the Board of Education.

THIRD ERA OF REPORTS

The third era of reports can be characterized as those whose main objective is to help determine the future mission and use of VSDB-Hampton; however, these reports also include recommendations about the programs at VSDB-Staunton. The reports clearly evolve from one into the next; they follow the process of report, interested party reaction, then new report.

1990

DRAFT: FUTURE MISSION OF VSDB-H REPORT

This report dealt with services to multi-handicapped population, admissions, staff, technical assistance services, and logistical/budget concerns; it forms the basis for the following reports.

Two of the report's recommendations are that:

1. VSDB-H serve SPH, MH, Deaf-Blind, MH-deaf, and MH-Blind on a residential basis and deaf and blind on a regional basis. In addition, it should develop programs for traumatic brain injured students.
2. SPH Technical Assistance Centers (TAC) should be involved in the application process.

June 1990 PLANNING COMMITTEE TO DEVELOP ALTERNATIVE USES FOR VSDB - HAMPTON FACILITY, WORK GROUP 1

This was a report from a DOE task force made up of professionals, members of state advisory committees, and other state agencies. The task force made the following recommendations for alternative uses for VSDB-Hampton:

1. Transitional educational program - vocational emphasis.
2. Transitional educational program - college preparatory emphasis.
3. Short-term intensive residential program for students who are at-risk of dropping out of school, at-risk of being expelled, or labeled severely emotionally disturbed.
4. State Department of Education training center.

June 1990 DRAFT REPORT FROM WORK GROUP 2

This was a report from a DOE task force of professionals, members of state advisory committees, and other state agencies that developed a plan to transition

out-of-community students back to their communities. The task force recommendations included the following:

1. Appoint a panel of experts to oversee the implementation of the recommendations in this plan.
2. Close admissions to VSDB-H and transition current students back to their communities.
3. Transition all students who are out of the community back to their own localities.
4. Develop a plan for providing interagency services within each student's home community.
5. Prevent out-of-community placements.

June 1990 DRAFT REPORT ON FUTURE PROGRAMS FOR THE VIRGINIA SCHOOL FOR THE DEAF AND THE BLIND AT HAMPTON; Marchant.

This report evolved from the DRAFT: Future Mission of VSDB-H Report incorporating it's language and adding specifics to programs.

Jan. 1991 REPORT ON PROPOSED FUTURE PROGRAMS FOR THE VIRGINIA SCHOOL FOR THE DEAF AND THE BLIND AT HAMPTON; Howerton.

This report evolved from the Marchant Draft Report on Future Programs and was refined after having been reviewed by the Board of Education. It is essentially the same as the Marchant report and incorporates much of its language, but it includes several recommendations that were not seen in any previous report; e.g., a statewide site for respite care and a site for delivery of electronic instruction. The report included the following recommendations:

1. VSDB-H serve SPH, MH, deaf-blind, MH-deaf, and MH-blind on a residential basis and deaf and blind on a regional basis. In addition the school should develop programs for traumatic brain-injured students.
2. Following are several possible uses for VSDB-H:
 - a. Site for teacher preparation.
 - b. Statewide diagnostic center for deaf, blind and multi-handicapped children.
 - c. Temporary placement site for students who are difficult to handle.
 - d. Residential program for the gifted.
 - e. Technical assistance center.

Mar. 1991 REPORT OF VSDB-HAMPTON AD HOC COMMITTEE

The purpose of this report was to facilitate future program planning at VSDB-H. This survey specified a limited number of choices for the future use of the Hampton campus. It was sent to school divisions, state agencies, special education directors, parents and members of the State Special Education Advisory Committee.

The Ad Hoc Committee recommended the following uses for the school:

1. A technical assistance center for persons working with handicapped students.
2. An alternative site for out-of-state residential placements for SPH students.
3. A site for providing short-term residential placement services.

May 1991 RECOMMENDATIONS FOR FUTURE PROGRAMMING AT THE VIRGINIA SCHOOLS FOR THE DEAF AND THE BLIND; Board of Education

The Board reiterated previous decisions and provided more specific direction for programs at VSDB-S and the phase-out of state-supported programs at VSDB-H. These decisions were based on previous reports and public comment.

Specifically, the Board decided that:

1. The VSDB-S would serve as the statewide residential school for deaf and blind students.
2. The programming at VSDB-S would be focused on providing students with skills necessary to function in the mainstream educational setting and supporting children served by school divisions.
3. VSDB-S placements would be funded under the tuition assistance program.
4. Funding would be provided through a state supported program to provide start-up funds for community-based programs.
5. A team would be formed to provide leadership and technical assistance to school divisions and parents to develop and to transition difficult-to-place students into community-based programs. This team would consist of individuals from the

Department of Education and VSDB-H with assistance from the Systems Change Project and the SPH Technical Assistance Centers, and other state agencies and consultants, as needed.

6. Teacher-training programs would be developed, in cooperation with institutions of higher education, to address the shortage of qualified personnel and to serve the blind, visually impaired, deaf, hearing impaired, multihandicapped, autistic, and severe and profound by handicapped individuals.
7. The campus at VSDB-H could be leased to area school divisions and other agencies.

The decision includes timelines for accomplishing these activities by July 1, 1994.

Oct.1991 VSDB COMPREHENSIVE REPORT

Once the Board of Education decided to phase out VSDB-H, the Department of Education established a Transition Team to coordinate the decisions of the Board. This report provides comprehensive information that led to the recent decisions of the Board of Education affecting the Virginia Schools for the Deaf and the Blind.

THE PHYSICAL PLANT

The physical facilities at the Schools for the Deaf and the Blind at Hampton and Staunton must be studied to obtain a better understanding of the character of both institutions. This report is based on information provided by field surveys conducted by the Division of Engineering and Buildings of the Department of General Services and studies made by the State Department of Education.

The Virginia School for the Deaf and the Blind at Hampton has sixteen buildings on 75 acres of land. The buildings are typical low-rise, multistory brick and block structures. Domestic water and sanitary sewage disposal handled by the Hampton Roads Water Works. Each building is heated by an individual gas or oil-fired boiler.

The Virginia School for the Deaf and the Blind at Staunton consists of twenty-eight buildings on 72.8 acres of land. The multistory load-bearing structures are typically of brick and concrete construction. Water is supplied by the city of Staunton. Sewage flows by gravity to the Staunton sanitary system lines east and west of the campus. Heating is generated from steam supplied from the central boiler plant at the Staunton Correctional Center located south of and across Highway 254 from the campus. Steam is purchased from the Department of Corrections at approximately one-half the current market rate.

Studies made by the Division of Engineering and Buildings and recent field surveys by the Department of Education indicate that routine maintenance at both facilities has been conducted on a regular basis. Although no formal preventive maintenance program was in effect in the mid-1980s, such a program has been initiated at both schools. Most of the preventive work to date, however, has been limited to the replacement of roofs on some of the buildings.

Over the past few years, several capital improvements have been undertaken on the Hampton campus. Recent projects included the air conditioning of Ritter Hall and Price Hall dormitories and Stryker Hall cafeteria. A project to repair the exterior masonry wall at Ritter also was completed, and two elevators have been installed to serve handicapped students in the Palmer vocational classroom building and Ritter dormitory.

Only one major capital improvement project has been completed at the Staunton school within recent years; that is the construction of a new enclosed swimming pool building that was completed in 1991.

During the 1980s, emphasis was placed on making the campuses at both schools accessible to students confined to wheelchairs. Such action was necessary because most of the buildings at the

institutions were constructed during the years when the state building code did not include requirements that buildings must be accessible to the handicapped.

The Hampton campus complex is now considered to be "handicapped accessible" with only the home economics area in the Palmer building remaining inaccessible.

The Hampton school is better suited to accommodate multi-handicapped students than the Staunton school for several reasons. First, it has level topography and second, the move toward a program for the multihandicapped in the mid-1980s resulted in the school being made more accessible to wheelchair students. The Staunton school has made progress in improving accessibility for the handicapped, but there are areas that are still not accessible to students in wheelchairs. Additional information is available in Appendices A and B. In that section where a building is identified as being "partially" accessible to the handicapped such identification refers only to the first floor of the structure.

Generally, to make a building accessible to the handicapped, ramps, wheelchair lifts, and elevators are the only options used. In older buildings, it is often necessary to make toilets accessible to students in wheelchairs; this has been done at both schools.

Removal of asbestos has been the main environmental issue confronting the two schools. Removal of friable asbestos was begun in the mid-1980s and has been completed at both schools. Both schools have management plans for dealing with remaining surfacing materials and floor tiles containing nonfriable asbestos. The management plans in place are to insure this material will not be disturbed and will remain safe.

Recent surveys were conducted by the Department of Education to determine the area, age, accessibility, general condition, and capacity of major buildings on both campuses. Appendixes A and B show the CORE¹ and design capacities for buildings at both schools. It should be noted that several minor support buildings are not included in this report as they do not relate any service area for students. These structures are identified in the following appendices.

It should be noted that the Conference of Education Administrators Serving the Deaf (CEASD) has recommended standards

¹CORE: refers to a set of standards developed by the Department of Mental Health, Mental Retardation and Substance Abuse Services, Department of Youth and Family Services, Department of Social Services, and Department of Education that apply to all residential facilities.

for comprehensive programming for students with hearing impairments. These standards are designed to enhance the facilities serving impaired children. The four standards relating to facilities are as follows:

1. The rooms are appropriately sound treated.
2. There is appropriate space for audiological testing.
3. There is appropriate background lightning for visual clarity of teachers and interpreters.
4. The seating arrangement is designed for interaction among students and between students and teachers.

The dormitory CORE capacities were computed by taking the area of each dormitory room and dividing it by 60 square feet per student to ensure that current CORE standards have been met. The design capacity was based on the maximum number of beds the room could accommodate and still meet building code requirements.

Based on CORE standards, the capacities of the academic buildings were calculated at a rate of seven students per classroom. Since many of the classrooms are smaller than those in public schools, the design capacity for general classrooms was determined on the basis of 15 students per room. Before a classroom can be used to accommodate its design capacity, however, approval should be obtained from the Department of General Services which has authority over state-owned facilities.

The condition of the structures at both schools are generally classified as good or fair. A building classified as good is typically a structure that was built in the 1950s which should provide 10 to 20 more years of service and should be considered for long-range use. A building classified as fair is one that is older than 40 years and should be considered for short-range use only.

With information currently available and without information of a specific use, it is difficult to say which campus has buildings with the greater "life cycle cost," or which campus offers the greatest potential to the future of the Commonwealth.

BUDGET DATA

A major aspect of this report was to gather and analyze financial data provided by the two schools. Appendix C lists the 1990-91 operating expenses for both schools.

As noted in Appendix C, the 1990-1991 operating expenses for the Staunton school totaled \$5,876,733. The total number of students served in 1990-1991, including both residential and nonresidential students, was 155*. The total number of classified and contract positions as of June 30, 1991, was 163. Three positions were vacant.

The 1990-91 operating expenses for Hampton amounted to \$6,253,656. The total number of students served in 1990-1991, both residential and nonresidential, was 190. The total number of classified and contract positions as of June 30, 1991 was 178. Thirteen positions were vacant.

The maximum employment levels as set by the 1991 Budget Bill, are 187 employees for Hampton and 165 for Staunton. These figures do not include contract employees.

The following is a summary of the cost per pupil for the two schools based upon the 1990-91 operating expenditures:

PER PUPIL COST:	HAMPTON		
	<u>Residential</u>	<u>Day</u>	<u>Total</u>
Total Expenditures	\$4,055,133	\$2,198,523	\$6,253,656
Number of Student Served	102	88	190
Per Pupil Amount	\$39,756	\$24,983	\$32,914

PER PUPIL COST:	STAUNTON		
	<u>Residential</u>	<u>Day</u>	<u>Total</u>
Total Expenditures	\$5,420,597	\$456,135	\$5,876,732
Number of Students Served	136	19	*(155)
Per Pupil Amount	\$39,857	\$24,007	\$37,914

Please note that Staunton has a larger percentage of the students which are residential. This may explain why the per pupil total for Staunton is greater than Hampton.

*(155): Represents the total number of students served on campus and does not include students served in other itinerant visually impaired programs. Budget data provided by VSDB-S does not include itinerant services.

ENROLLMENT DATA

Another stated objective of this report was to gather and collect enrollment data for the past decade. The attachments include demographic data to indicate the type of student handicap and the locality in which they reside. Appendix D is a list of the student enrollments for the years 1980-1992. Appendices E and F list enrollment by school divisions and type of handicapped student attending each school.

In addition to the above attachments, a map indicating each school's total enrollment has been included to graphically show where the students live statewide.

REGIONAL PROGRAMS

The Department of Education began reimbursement of regional programs in the 1970s. The Board of Education regulations governing special education programs authorize the Department to reimburse school divisions for a portion of the cost of operating the programs. Reimbursement is based on the localities composite index computed at 60%.

Programs serving children with the disabilities listed below are eligible for tuition reimbursement:

- Severely and profoundly handicapped
- Seriously emotionally disturbed
- Autistic
- Multihandicapped
- Deaf
- Hard of Hearing
- Deaf-Blind

Fees for services are established by regulations adopted by the Board of Education, the Board of Social Services and the Board of Corrections (subsequently the Department of Youth and Family Services was separated and a new Board was established). These regulations became effective March of 1986.

Regional programs were made subject to these regulations under 2.1-703 of the Code of Virginia. This section of the Code also established the Interdepartmental Council on Rate-Setting for Children's Facilities, which developed the regulations and recommended the approval of the regulations to the various boards.

Richmond City public schools operates a five day/four night residential program for children with serious emotional disturbance. Thirty-six children are served on two campuses: Thirteen Acres School and the REAL School. Several surrounding school divisions also purchase services for placements in Richmond residential program.

Children with serious emotional disabilities are the largest group of students served in regional programs. Multi-handicapped children constitute being the second largest category. The approved regional programs are scattered throughout the state. During the 1990-91 school year, 1,333 children were placed by school divisions in ten regional programs.

REGIONAL PROGRAMS & PARTICIPATING LOCALITIES

Cooperative Centers For Exceptional Children (CCEC)
Established:

Participating school divisions: Carroll, Grayson, Galax, Smyth,
Wythe, Washington, Bristol

LAUREL Regional Program
Established

Participating school divisions: Lynchburg, Amherst, Bedford,
Appomattox, Campbell

Middle Peninsula Regional Special Education Program
Established

Participating school divisions: Gloucester, Middlesex, Mathews

Peninsula Area Cooperative Educational Services (PACES)
Established

Participating school divisions: Newport News, Hampton, Poquoson,
Williamsburg/James City, York

Piedmont Regional Special Education Program
Established

Participating School Divisions: Charlottesville, Albemarle
Fluvanna, Louisa, Nelson, Green

North Western Regional Education Program
Established

Participating school divisions: Clarke, Winchester, Frederick

Real School - Richmond City

Roanoke Valley Regional Program
Established

Participating school divisions: Roanoke City, Roanoke County,
Botetourt, Craig, Franklin County, Salem

Shenandoah Valley Regional Program
Established

Participating school divisions: Harrisonburg, Augusta, Staunton,
Rockingham, Page, Shenandoah

**Southeastern Cooperative Educational Program
Established**

**Participating School Divisions: Norfolk, Virginia Beach, Suffolk,
Chesapeake, Portsmouth, Isle of Wight, Southampton, Franklin City**

See Appendix G for rate schedules.

APPENDIX A

Schedule of Buildings VSDB-H

Dormitory Buildings	Year Built	No. Floors	Total Sq. Feet	HC Access	Condition	Core/Used Capacity	Design Capacity	Remark
Butler Hall	1960	1	8,782	Yes	Good	52	52	New roof and AC
Price Hall	1951	2	19,608	Yes	Fair	70	70	New HC Ramp and AC
Ritter Hall	1957	2	22,357	Yes	Fair	114	114	New roof and AC structured repairs complete
Total Dormitory Space			50,747			236	236	

Academic Buildings	Year Built	No. Floors	Total Sq. Feet	HC Access	Condition	Core/Used Capacity	Design Capacity	Remarks
Blind Elementary	1975	1	12,538	Yes	Good	42	90	Asbestos to be removed from roof
¹ Blind High School	1975	1	10,676	Yes	Good	28	60	Asbestos to be removed from roof
Bradford Hall	1953	2	36,535	Yes	Fair	182	390	Contains a 350 seat auditorium
Houston Gym	1965	1	17,103	Yes	Good	14	30	New roof; seats 450 in gym
Palmer Hall (voc.)	1968	2	47,000	Partial	Good	84	180	New roof
Total			123,852			350	750	

¹
Half of floor area remains unfinished.

NOTE: Buildings not in report but found on campus, Garage, Central Storage, Superintendents Residence, Maintenance Building

APPENDIX A

Schedule of Buildings VSDB-H

Administration Bldg.	Year Built	No. Floors	Total Sq. Feet	HC Access	Condition	Core/Used Capacity	Design Capacity	Remarks
² Jones Hall	1963	1	5,715	Yes	Good	-	60	
Stryker Hall	1952	1	11,929	Yes	Fair	-	400	New AC Dining Room
Total			17,644				460	

²
Jones Hall was a dorm now serves as offices and infirmary.

NOTE: Buildings not in report but found on campus, Garage, Central Storage, Superintendents Residence, Maintenance Building

APPENDIX B

Schedule of Buildings VSDB-S

Administration Bldg.	Year Built	No. Floors	Total Sq. Feet	HC Access	Condition	Core Capacity	Design Capacity	Remarks
Main Hall (Bus. Ofc.)	1845	4	47,688	Partial	Fair	-	-	Estimate of space not used 15,000
Chapel (Main Hall)	1854	2	9,116	No	Fair	-	150	Seating for meetings
Perry Hall	1935	5	1,000	Partial	Fair	-	-	
Price Hall	1968	2	8,110	Partial	Good	-	-	
Infirmary	1963	3	6,756	Partial	Fair	36	36	
² Harrison Hall	1966	2	8,614	Yes	Good	-	80 80	Conference room Student center
¹ Bass Hall	1967	4	7,436	Partial	Good		-	Contains current dining facilities
Perry Hall (Recreation)	1935	5	2,000	Partial	Fair		-	Estimate of space used 1000 sq. ft
Total Administration			90,720		-	-	346	

¹
Building has multiple functions. Square footage provided per use.

²
Was former second dining room

NOTE: Building not in report but found on campus: Athletic Equipment Building, Bus Garage, Maintenance shop and Storage Building, Superintendents Residences, three (3) New Hope Residences.

APPENDIX B

Schedule of Buildings VSDB-S

Academic Building	Year Built	No. Floors	Total Sq. Feet	HC Acess	Condition	Core/Used Capacity	Design Capacity	Remarks
Byrd Hall	1928	4	26,864	Yes	Good	130	465	Renovated 1989 New HC Elevator
Healy Hall	1959	3	26,652	Partial	Good	240	390	New Roof on wing; auditorium seats 300
Llewellyn Gym	1951	3	33,600	Yes	Fair	144	60	New roof at wings Bleachers seat 352
Perry Hall	1935	5	9,620	Partial	Fair	50	105	Roof Painted
Swanson Hall	1908	3	17,118	Partial	Good	150	180	Roof Painted;Sprinkler Upgrade
Abernathy Natatorium	1991	1	4,177	Yes	New	0	0	New
Strader Hall	1972	2	26,592	Partial	Good	120	210	Good Roof
Total			144,623			834	1,410	

NOTE: Buildings not in report but found on campus: Athletic Equipment Building, Bus Garage, Maintenance Shop, Storage Building Residences, three (3) New Hope Residences

APPENDIX B

Schedule of Buildings VSDB-S

Dormitory Buildings	Year Built	No. Floors	Total Sq. Feet	HC Access	Condition	Core/Used Capacity	Design Capacity	Remarks
Bass Hall	1967	4	29,744	Partial	Good	48	96	New Roof Canopy
Battle Hall	1954	3	28,080	Partial	Fair	40	80	New Roof at Wings
Carter Hall	1963	2	21,088	Partial	Good	40	80	New Roof
Darden Hall 1,2	1950	4	22,000	No	Off Line	0	54	Unused, needs ren.
Perry Hall	1935	5	12,920	Partial	Fair	34	34	Roof Painted
Price Hall	1968	2	8,110	Partial	Good	64	64	New Roof
² Watts Hall	1963	2	19,090	Partial	Good	0	64	Used by sch for guest and state police use
Total			141,032			226	472	

¹ Darden is currently unused, needs renovation; is structurally sound.

² Building counted to estimate potential capacity for the purpose of this report.

NOTE: Building not in report but found on campus: Athletic Equipment Building, Bus Garage, Maintenance Shop and Storage Residences, and three (3) Hope Residences

APPENDIX C

VIRGINIA SCHOOLS FOR THE DEAF AND THE BLIND 1990-91 OPERATING EXPENDITURES

	<u>HAMPTON</u>	<u>STAUNTON</u>
Instruction		
Basic Skills	\$2,708,697	\$2,315,330
Vocational Ed.	<u>338,834</u>	<u>194,858</u>
Total	\$3,047,531	*\$2,510,188
Administrative and Support Services		
General Management	\$463,520	\$553,380
Food Services	333,978	382,105
Laundry Services	0	6,051
Medical Services	204,569	215,176
Physical Plant Services	1,056,354	1,217,108
Residential Services	858,942	899,727
Transportation Services	<u>288,762</u>	<u>92,998</u>
Total	\$3,206,125	\$3,366,545
Total Operating Cost	\$6,253,656	*\$5,876,733

*Total does not include cost for itinerant visually impaired or the parent/infant programs currently offered by VSDB-S.

APPENDIX D

VSDB-Hampton Enrollments

	<u>Deaf</u>	<u>Blind</u>	<u>*MHC</u>	<u>TOTAL</u>
1980-81	107	62	31	200
1981-82	107	61	32	200
1982-83	116	59	34	209
1983-84	119	49	34	202
1984-85	122	48	34	204
1985-86	115	48	35	198
1986-87	112	45	43	200
1987-88	88	35	45	168
1988-89	99	38	46	183
1989-90	109	43	46	198
1990-91	91	27	72	190
1991-92	65	22	86	173

*VSDB-Staunton Enrollments

	<u>Deaf</u>	<u>Blind</u>	<u>Total</u>
1980-81	260	38	298
1981-82	255	39	294
1982-83	233	37	270
1983-84	204	38	242
1984-85	180	31	211
1985-86	136	32	168
1986-87	127	30	157
1987-88	127	31	158
1988-89	106	34	140
1989-90	110	**(51)	161
1990-91	126	**(59)	185
1991-92	140	**(54)	194

*Enrollment number were first kept on the multihandicapped (MH) program at Hampton in 1978-79. Students classified as being multihandicapped have not been enrolled at Staunton.

**() Total includes students served in the itinerant visually impaired program offered by VSDB-S

ATTACHMENT E
VSDB-Hampton 1990-91 Student Enrollment

<u>Locality</u> <u>County</u>	<u>Deaf</u>		<u>Blind</u>		<u>Multi- Handicapped</u>		<u>Total</u>
	<u>Res.</u>	<u>Non-Res.</u>	<u>Res.</u>	<u>Non-Res.</u>	<u>Res.</u>	<u>Non-Res.</u>	
Accomack	3	0	0	0	0	0	3
Amelia	0	0	0	0	1	0	1
Augusta	0	0	0	0	1	0	1
Caroline	0	0	1	0	0	0	1
Charlotte	0	0	0	0	1	0	1
Chesterfield	0	0	0	0	1	0	1
Essex	2	0	0	0	1	0	3
Fairfax	0	0	1	0	1	0	2
Fauquier	0	0	0	0	1	0	1
Gloucester	0	1	0	0	1	0	2
Greenville	2	0	0	0	0	0	2
Hanover	1	0	0	0	0	0	1
Isle of Wight	1	2	1	0	1	0	5
King William	0	0	1	0	0	0	1
Loudoun	0	0	0	0	1	0	1
Mecklenburg	2	0	0	0	0	0	2
Northampton	1	0	0	0	0	0	1
Nottaway	1	0	0	0	0	0	1
Patrick	0	0	0	0	1	0	1
Pittsylvania	0	0	0	0	5	0	5
Powhatan	1	0	0	0	0	0	1
Prince William	1	0	0	0	1	0	2
Rockbridge	0	0	0	0	1	0	1
Southampton	1	0	1	0	0	0	2
Spotsylvania	1	0	0	0	0	0	1
Sussex	1	0	0	0	0	0	1
Westmoreland	1	0	0	0	0	0	1
Williamsburg- James City	0	1	0	0	0	1	2
York	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>
TOTAL	19	7	5	0	19	1	51

ATTACHMENT E
VSDB-Hampton 1990-91 Student Enrollment (Cities)

<u>Locality</u> <u>City</u>	<u>Deaf</u>		<u>Blind</u>		<u>Multi- Handicapped</u>		<u>Total</u>
	<u>Res.</u>	<u>Non-Res.</u>	<u>Res.</u>	<u>Non-Res.</u>	<u>Res.</u>	<u>Non-Res.</u>	
Arlington	3	0	0	0	0	0	3
Chesapeake	3	0	0	0	5	0	8
Franklin	1	0	0	0	5	0	6
Fredericksburg	0	0	0	0	1	0	1
Hampton	0	19	0	7	1	10	37
Harrisonburg	0	0	0	0	1	0	1
Hopewell	0	0	0	0	3	0	3
Martinsville	1	0	0	0	1	0	2
Newport News	0	16	0	6	1	6	29
Norfolk	4	4	0	5	0	6	19
Petersburg	2	0	0	0	2	0	4
Poquoson	0	0	0	2	0	0	2
Portsmouth	3	0	0	0	0	0	3
Richmond	3	0	1	0	2	0	6
Roanoke	1	0	0	0	1	0	2
Staunton	0	0	0	0	2	0	2
Suffolk	3	0	1	0	2	0	6
Va Beach	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>5</u>
TOTAL	24	41	2	20	27	25	139

ATTACHMENT F
VSDB-Staunton 1990-91 Student Enrollment (Counties)

<u>Locality</u> <u>County</u>	<u>Deaf</u>		<u>Blind</u>		<u>Total</u>
	<u>Resident</u>	<u>Non-Res.</u>	<u>Resident</u>	<u>Non-Res.</u>	
Albemarle	0	*(1)	0	0	1(1)
Augusta	2	2	2	*(18)	24(18)
Bedford	2	0	0	0	2
Bland	1	0	0	0	1
Buchanan	3	0	0	0	3
Campbell	0	0	1	0	1
Caroline	0	0	1	0	1
Carroll	1	0	0	0	1
Charlotte	1	0	0	0	1
Chesterfield	0	0	1	0	1
Craig	0	0	1	0	1
Culpeper	1	0	0	0	1
Fairfax	6	0	4	0	10
Fluvanna	1	0	0	0	1
Frederick	1	*(1)	1	0	3(1)
Giles	0	0	1	0	1
Gloucester	1	0	0	0	1
Grayson	1	0	1	0	2
Greene	3	0	0	0	3
Halifax	1	0	0	0	1
Hanover	0	0	2	0	2
Henrico	1	0	1	0	2
Henry	1	0	1	0	2
King George	1	0	0	0	1
King & Queen	0	0	2	0	2
Lee	2	0	0	0	2
Loudoun	1	0	1	0	2
Louisa	2	0	0	0	2
Lunenburg	1	0	0	0	1
Mathews	2	0	0	0	2
Mecklenburg	1	0	0	0	1
Montgomery	3	0	0	0	3
Orange	3	0	0	0	3
Page	1	0	0	0	1
Pittsylvania	1	0	1	0	2
Prince Wm.	2	0	1	0	3
Pulaski	3	0	0	0	3
Rappahannock	1	0	0	0	1
Roanoke	0	0	1	0	1
Rockbridge	1	2*(1)	0	0	3(1)
Rockingham	3	6*(1)	0	0	9(1)
Shenandoah	2	0	1	0	3
Smyth	1	0	0	0	1
Spotsylvania	2	*(1)	1	0	4(1)
Stafford	0	*(1)	1	0	2(1)
Warren	1	0	0	0	1
Washington	1	0	0	0	1
Wise	1	0	0	0	1

Wythe	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
TOTAL	64	14*(6)	26	*(18)	122*(24)

*() Total reflects students served in the visually impaired and parent/infant programs currently offered at VSDB-S. To obtain static figures of enrollment, these figures are listed by locality as of August, 1991. They will not therefore, match last years total enrollment.

ATTACHMENT F
VSDB-Staunton 1990-91 Student Enrollment (Cities)

<u>Locality</u> <u>City</u>	<u>Deaf</u>		<u>Blind</u>		<u>Total</u>
	<u>Resident</u>	<u>Non-Res.</u>	<u>Resident</u>	<u>Non-Res.</u>	
Charlottesville	2	1	0	0	3
Chesapeake	1	0	0	0	1
Danville	1	0	0	0	1
Fredericksburg	0	*(1)	0	0	1(1)
Galax	1	0	0	0	1
Hampton	1	0	0	0	1
Harrisonburg	1	1	1	0	3
Hopewell	1	0	0	0	1
Lynchburg	2	0	0	0	2
Martinsville	2	0	0	0	2
Norfolk	0	0	1	0	1
Petersburg	1	0	0	0	1
Richmond	5	0	1	0	6
Roanoke	4	0	2	0	6
Staunton	1	7*(1)	0	6*(4)	14(5)
Suffolk	1	0	0	0	1
Va. Beach	2	0	0	0	2
Waynesboro	<u>2</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>4</u>
	28	11*(2)	6	6*(4)	51*(6)

*() Total reflects students served in the visually impaired and parent/infant programs currently offered at VSDB-S. Enrollment by locality is as of 8/91 and does not match last years' total enrollment.

APPENDIX G

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION

RATES FOR SPECIAL EDUCATION AND RELATED SERVICES
AS ESTABLISHED THROUGH THE TUITION PROGRAM

SCHOOL YEAR 1990-91

NAME OF PUBLIC SCHOOL: COOPERATIVE CENTERS FOR EXCEPTIONAL CHILDREN (CCEC)
ADDRESS: Clark Avenue
Galax, VA 24333
CONTACT PERSON: Belinda Howlett
SPECIAL EDUCATION
FIELDS: MH;ED TELEPHONE: (703) 236-8811
APPROVED DATE: December 5, 1990

*NAME OF SERVICE	RATES PER SERVICE UNIT			
	HOUR	DAY	YEAR	
1. Special Education	\$	\$48.29	\$ 8,692.00	180 Days
2. Physical Education (Opt.)	52.19			36 Hours
3. Speech Therapy (Optional)	25.83			36 Hours
EMOTIONALLY DISTURBED:				
1. Special Education		20.47	3,685.00	180 Days

*SEE BACK OF FORM FOR SERVICE DESCRIPTION

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION

RATES FOR SPECIAL EDUCATION AND RELATED SERVICES
AS ESTABLISHED THROUGH THE TUITION PROGRAM

SCHOOL YEAR 1990-91

NAME OF PUBLIC SCHOOL: MIDDLE PENINSULA REGIONAL SPECIAL EDUCATION PROGRAM

ADDRESS: c/o Gloucester County Public Schools
Route 5, Box 243
Gloucester, VA 23061

CONTACT PERSON: George Helliesen, Director

SPECIAL EDUCATION
FIELDS:

MH

TELEPHONE: (804) 693-5739

APPROVED DATE: October 10, 1990

*NAME OF SERVICE	RATES PER SERVICE UNIT			
	HOURLY	DAY	YEAR	
1. Special Education	\$	\$31.47	\$5,665.00	180 Days
2. Speech Therapy (Optional)	10.90*			*/Half Hour
3. Physical Therapy(Optional)	45.00			
4. Occupational Therapy (Opt)	42.00			

*SEE BACK OF FORM FOR SERVICE DESCRIPTION

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION

RATES FOR SPECIAL EDUCATION AND RELATED SERVICES
AS ESTABLISHED THROUGH THE TUITION PROGRAM

SCHOOL YEAR 1990-91

NAME OF PUBLIC SCHOOL: PENINSULA AREA COOPEATIVE EDUCATIONAL SERVICES (PACES)

ADDRESS: 1306 Thomas Street
Hampton, VA 23669

CONTACT PERSON: MaryAnne Bruno, Director

SPECIAL EDUCATION
FIELDS: ED;Autistic TELEPHONE: (804) 723-5800
(804) 723-3330

APPROVED DATE: September 21, 1990

*NAME OF SERVICE	RATES PER SERVICE UNIT			
	HOUR	DAY	YEAR	
1. Special Education	\$	\$ 78.89	\$14,200.00	180 Days
2. Alternative ED		158.72	28,570.00	180 Days
3. Autistic Preschool		124.31	22,375.00	180 Days
4. Autistic		111.66	20,099.00	180 Days

*SEE BACK OF FORM FOR SERVICE DESCRIPTION

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION

RATES FOR SPECIAL EDUCATION AND RELATED SERVICES
AS ESTABLISHED THROUGH THE TUITION PROGRAM

SCHOOL YEAR 1990-91

NAME OF PUBLIC SCHOOL: PENINSULA AREA COOPERATIVE EDUCATIONAL SERVICES (PACES)

ADDRESS: 1306 Thomas Street
Hampton, VA 23669

CONTACT PERSON: MaryAnne Bruno, Director

SPECIAL EDUCATION

FIELDS: ED;Autistic TELEPHONE: (804) 723-5800
(804) 723-3330

APPROVED DATE: September 21, 1990

*NAME OF SERVICE	RATES PER SERVICE UNIT			
	HOURLY	DAY	YEAR	
1. Special Education	\$	\$ 76.45	\$13,761.00	180 Days
2. Autistic		106.02	19,084.00	180 Days
3. Autistic Preschool		117.55	21,159.00	180 Days
4. Alternative Education		142.12	25,582.00	180 Days

*SEE BACK OF FORM FOR SERVICE DESCRIPTION

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION

RATES FOR SPECIAL EDUCATION AND RELATED SERVICES
AS ESTABLISHED THROUGH THE TUITION PROGRAM

SCHOOL YEAR 1990-91

NAME OF PUBLIC SCHOOL: NORTHWESTERN REGIONAL EDUCATION PROGRAM (NREP)

ADDRESS: 1010 Smithfield Avenue
Winchester, VA 22601

CONTACT PERSON: Jack W. Brady, Director

SPECIAL EDUCATION

FIELDS: ED;MH TELEPHONE: (703) 665-0103

APPROVED DATE: May 14, 1990

*NAME OF SERVICE	RATES PER SERVICE UNIT			
	HOUR	DAY	YEAR	
1. Special Education	\$	\$59.83	\$10,769.00	180 Days
2. Physical Therapy (Opt.)	55.00			
3. Occupational Therapy (Opt)	75.00			

*SEE BACK OF FORM FOR SERVICE DESCRIPTION

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION

RATES FOR SPECIAL EDUCATION AND RELATED SERVICES
AS ESTABLISHED THROUGH THE TUITION PROGRAM

SCHOOL YEAR 1990-91

NAME OF PUBLIC SCHOOL: REAL SCHOOL - RICHMOND CITY PUBLIC SCHOOLS

ADDRESS: 3801 Hermitage Road
Richmond, VA 23227-3917

CONTACT PERSON: Mr. Terry L. Smith

SPECIAL EDUCATION
FIELDS:

ED

TELEPHONE: (804) 780-6072
(804) 723-3330

APPROVED DATE: October 10, 1990

*NAME OF SERVICE	RATES PER SERVICE UNIT			
	HOURLY	DAY	YEAR	
1. Special Education	\$	\$98.94	\$20,282.70	205 Days
2. Room and Board		87.42	14,047.62	161 Days
3. Speech Therapy	28.66			36 Hours

*SEE BACK OF FORM FOR SERVICE DESCRIPTION

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION

RATES FOR SPECIAL EDUCATION AND RELATED SERVICES
AS ESTABLISHED THROUGH THE TUITION PROGRAM

SCHOOL YEAR 1990-91

NAME OF PUBLIC SCHOOL: PIEDMONT REGIONAL EDUCATION PROGRAM

ADDRESS: 2776 Hydraulic Road
Suite #5
Charlottesville, VA 22901-8915

CONTACT PERSON: Dr. Gregory B. Shasby, Director

SPECIAL EDUCATION
FIELDS: SED/SPH/MH TELEPHONE: (804) 978-4031

APPROVED DATE: October 25, 1990

*NAME OF SERVICE	RATES PER SERVICE UNIT			
	HOUR	DAY	YEAR	
1. Special Education - SPH	\$	\$69.42	\$12,496.00	180 Days
2. OPTIONAL SERVICES:				
Occupational Therapy - SPH	30.73			
Speech Therapy - SPH	11.59			
Physical Therapy - SPH	39.71			
Vocational Training - SPH		25.65	4,617.00	180 Days
SED PROGRAM:				
Special Education - SED		39.68	7,142.00	180 Days
Counseling (Optional)-SED	29.54			

*SEE BACK OF FORM FOR SERVICE DESCRIPTION

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION

RATES FOR SPECIAL EDUCATION AND RELATED SERVICES
AS ESTABLISHED THROUGH THE TUITION PROGRAM

SCHOOL YEAR 1990-91

NAME OF PUBLIC SCHOOL: ROANOKE VALLEY REGIONAL BOARD

ADDRESS: Roanoke County Public Schools
526 College Avenue
Salem, VA 24153

CONTACT PERSON: Frank Sparks

SPECIAL EDUCATION

FIELDS: Autistic;SPH TELEPHONE: (703) 387-6487

APPROVED DATE: July 31, 1990

*NAME OF SERVICE	RATES PER SERVICE UNIT			
	HOUR	DAY	YEAR	
1. Special Education-Autistic	\$	\$ 60.37	\$12,375.85	205 Days
2. Special Education - SPH		70.76	14,505.80	205 Days
3. Behavior Management		61.04	10,987.20	180 Days
4. Special Education Deaf/ Hard/Hearing		92.04	16,567.20	180 Days
5. Special Education Multihandicapped		71.81	12,925.80	180 Days
6. Special Education Multihandicapped/VI		382.25	68,805.00	180 Days
7. PT/OT	45.00			
8. Speech	40.00			
9. Psychological	100.00			

*SEE BACK OF FORM FOR SERVICE DESCRIPTION

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION

RATES FOR SPECIAL EDUCATION AND RELATED SERVICES
AS ESTABLISHED THROUGH THE TUITION PROGRAM

SCHOOL YEAR 1990-91

NAME OF PUBLIC SCHOOL: SHENANDOAH VALLEY REGIONAL PROGRAM

ADDRESS: P. O. Box 448
Fishersville, VA 22939

CONTACT PERSON: Judy Sorrell

SPECIAL EDUCATION
FIELDS: MH TELEPHONE: (703) 740-3103

APPROVED DATE: December 5, 1990

*NAME OF SERVICE	RATES PER SERVICE UNIT			
	HOUR	DAY	YEAR	
1. Special Education - SPH	\$	\$45.17	\$8,130.60	180 Days
OPTIONAL SERVICES:				
1. Speech Therapy - not to exceed hourly rate indicated	26.00			
2. Counseling - not to exceed hourly rate indicated	37.00			

*SEE BACK OF FORM FOR SERVICE DESCRIPTION

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION

RATES FOR SPECIAL EDUCATION AND RELATED SERVICES
AS ESTABLISHED THROUGH THE TUITION PROGRAM

SCHOOL YEAR 1990-91

NAME OF PUBLIC SCHOOL: SOUTHEASTERN COOPERATIVE EDUCATIONAL PROGRAM (SECEP)

ADDRESS: 317 Chapel Street
P. O. Box 839
Norfolk, VA 23501

CONTACT PERSON: Dr. Judith L. Nussen-Green, Director

SPECIAL EDUCATION
FIELDS: ED;Autistic TELEPHONE: (804) 441-2644

APPROVED DATE: September 5, 1990

*NAME OF SERVICE	RATES PER SERVICE UNIT			
	HOUR	DAY	YEAR	
1. Special Education - ED	\$	\$ 76.16	\$13,709.00	180 Days
2. Special Education-Autistic		73.00	13,140.00	180 Days
3. Special Education - EBICS		121.38	21,848.00	180 Days
OPTIONAL SERVICES:				
4. Speech Therapy		29.90	5,382.00	180 Days
5. Summer School - Autistic		24.68	469.00	19 Days
6. Summer School - EBICS		44.03	837.00	19 Days

*SEE BACK OF FORM FOR SERVICE DESCRIPTION

LIST OF VSDB REPORTS

#	REPORT TITLE	DATE
1	In-Depth Study Committee Virginia Schools for the Deaf and the Blind; McClure	5/79
2	In-Depth Study Committee - Virginia Schools for the Deaf and the Blind; Penland	10/83
3	Report on the Transition Team Assigned to Study Merger of the Staunton & Hampton Schools for the Deaf & Blind with the Virginia Department of Education	05/84
4	A. VEEVA Team Reports, VSDB-Hampton B. VEEVA Team Reports, VSDB-Staunton	1985
5	Report of the Ad Hoc Committee on the Utilization of Facilities at the Virginia Schools for the Deaf and the Blind	12/85
6	Survey of School Divisions to Determine Potential Services and Programs that Could be Provided by the Schools for the Deaf and the Blind	04/86
7	Survey of Parents of Children of the Virginia Schools f/t Deaf and the Blind	04/86
8	Cost Analysis for Operating One or Two State Schools for the Deaf and Blind in Virginia	03/87
9	A. Engineering & Building Report VSDB-S; 1986 B. Engineering & Building Report VSDB-H; 1987 C. Follow-Up Maintenance Survey Report for VSDB-H; 1987	
10	Demographic Characteristics of the Hearing and Vision Impaired Student Population in Virginia's Public Schools	1987
11	Forum Report & Recommendations to the Board of Education by Virginia Schools for the Deaf & the Blind Advisory Committee	02/89
12	Recommendations on the Future Direction of the Virginia Schools for the Deaf & the Blind at Hampton & Staunton	1989
13	Advisory Paper to the Virginia Department of Education on the Draft Document: Recommendations on the Future Direction of the Virginia Schools for the Deaf & the Blind at Hampton & Staunton	10/89

#	REPORT TITLE	DATE
14	Plans for the Future Direction of the Virginia Schools for the Deaf & the Blind	03/90
15	Future Mission of VSDB-H Report	1990
16	A. Planning Committee to Develop Alternative Uses for VSDB - Hampton Facility B. Draft Report from Work Group 2	06/90
17	Draft Report on Future Programs f/t Virginia School for the Deaf & the Blind at Hampton	06/90
18	Report on Proposed Future Programs for the Virginia School for the Deaf & Blind at Hampton	01/91
19	Report of VSDB-Hampton Ad Hoc Committee	04/91
20	Recommendations for Future Programming at the Virginia Schools for the Deaf and Blind	05/91

Run Date: October 10, 1991

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IN-DEPTH STUDY COMMITTEE
VIRGINIA SCHOOLS FOR THE DEAF AND THE BLIND

(1)

WILLIAM J. MCCLURE, et. al.
MAY 31, 1979

I. PURPOSE:

Legislation calls for an in-depth study of the role and function of each school and a re-evaluation of progress at five-year intervals.

II. CONTENTS:

- A. The report refers to suggestions that the program be combined at either VSDB-H or VSDB-S.
- B. Looks at the number deaf students that would be needed to have a good program in a public school.
- C. Recommendations:
 - 1. Parallelism: Each school should grant the same program (K-12) for deaf/blind, MH deaf, and MH blind.
 - a. Need both academic and vocational programs
 - b. Diagnostic, assessment, and referral center
 - c. Serve as technical assistance center to LEA, parents, DOE, and other agencies
 - d. Operate a modern media department
 - e. Program for deaf and blind infants
 - f. Engage in community education programs
 - 2. Nomenclature - Call the school VSDB-H and VSDB-S
 - 3. Boundary Lines - Reexamine the I-95 boundary so that the two schools will serve approximately the same number of students.
 - 4. Adequate and Equitable Financing - Examine the present funding and per capita cost of the two schools.
 - 5. External Factors
 - a. Develop the two schools into a "team" so that they do joint training of staff and possibly transfer of students.
 - b. Close working relations between residential schools, DOE, DVH, and Council for Deaf and LEA.
 - c. Board of Visitors should lead the administration and staff of schools with a cooperative working relationship.
 - d. Closer working relationship between VSDB and DVH.
 - e. Closer relationship between VSDB and DRS and DVH's VR program

6. Internal Relations - Closer working relations should be developed between administrations and staff of both VSDBs.
7. Physical Facilities
 - a. Complete the vocational building at VSDB-S
 - b. Make a list of needed capital improvements
8. Philosophy or Perspective - Lay aside the hopes or fears that one school will be eliminated or that a new one will be built.
9. Most Appropriate Environment - Promote "most appropriate" environment as opposed to "least restrictive" environment.

IN-DEPTH STUDY COMMITTEE
VIRGINIA SCHOOLS FOR THE DEAF AND THE BLIND

(2)

PENLAND, et. al.
OCTOBER 20, 1983

I. PURPOSE:

While there is no stated purpose, it may be assured that this report has been done in response to legislation which calls for an in-depth study of the role and function of each school and a reevaluation of progress at five-year intervals.

II. CONTENTS:

A. Provides the viewpoints of Virginia's service providers for deaf and blind children

1. VSDB

- a. We must compete with out-of-state placements, DVH, LEAs and the other VSDB.
- b. We are the experts; we serve the needs of the whole child.
- c. We are blocked by the LEA, SEA and DVH.

2. SEA

- a. VSDB is the only public education function for handicapped children which is not controlled by the SEA.

3. LEA

- a. VSDB seems isolated from continuum of services for handicapped children.
- b. The battle between the residential school philosophy and the mainstream philosophy must stop.
- c. We need short-term placements, diagnostic services and vocational programs.
- d. Need one school for the deaf and one for the blind.
- e. Need a regional program in Tidewater area.

4. DVH

- a. LEA's can handle the needs of blind children.
- b. Need short-term residential placements.
- c. Need MH services from VSDB.
- d. Need one school for the deaf and one for the blind.
- e. Need a Virginia Plan for the Education of Blind Students which is prepared and adhered to by SEA, LEA, VSDB and DVH.
- f. Transfer governance of VSDB to DVH.

B. Enrollment Data

1. Provides enrollment data for VSDB-H and VSDB-S for Deaf, Blind, and MH, for years 1978-1983.
VSDB-S: 1978-1983
Deaf - 312 declines to 233
Blind - 56 declines to 37
MH - 0-
Total - 369 declines to 270

VSDB-H: 1978 to 1983
Deaf - 93 increases to 105
Blind - 61 declines to 50
MH - 21 increases to 32
Total - 175 increases to 187

C. Summary of Market Research:

1. Majority of current residential placements are initiated by parents - not school officials.
2. The development of a Virginia Plan for the Education of the Blind appears to be a major step required in getting educational services for the blind out of an emotion-clogged quagmire.
3. LEAs make few residential placements for educational reasons at VSDB; most placements are made by parents.

D. Recommendations:

1. Programs
 - a. Strengthen vocational education for the deaf and for the blind.
 - b. Develop a comprehensive high-school for the deaf.
 - c. Develop a transition program with neighboring LEAs for blind high-school students.
 - d. Develop the expertise on campus to serve as diagnostic, resource and outreach centers for the deaf and the blind.
 - e. Work with all 140 LEAs to offer "Revolving Door" residential services which responds to needs specified by the LEAs IEP process.
2. Governance
 - a. Establish an Executive Director concept for the VSDB system.
 - b. Establish the VSDB system as a quasi-LEA controlled by a strong Board of Visitors.
 - c. Establish a director of residential schools in the SEA with the Board of Visitors, becoming advisors instead of policymakers.

3. Consolidation
 - a. Continue both such schools until declining enrollment triggers the need to consolidate either the schools for the blind or the schools for the deaf (Trigger: total enrollment = 170).
 - b. Consolidate the entire VSDB system on one of the existing campuses or on a new site to be selected by the Board of Visitors.
 - c. Create one school for the blind and one school for the deaf. Also establish appropriate services for multihandicapped deaf/blind and Ed/deaf students.
4. Evaluation - The SEA needs to monitor the quality and effectiveness of both LEA and VSDB services for blind and deaf students.
5. Surplus property
 - a. Unused portions of any campuses should be surplusd to contain cost.
 - b. An entire campus may be surplusd when the programs thereon are moved elsewhere.
6. Personnel - The Board of Visitors should retain both position reallocation and reduction in force (RIF) decisions for themselves.
7. Multi-handicapped services - The VSDB-H programs for multi-handicapped students should continue.
8. External/Internal Relations
 - a. The Board of Visitors and the VSDB superintendents must give the highest priority to resolving long-standing differences with the SEA, the LEAs and DVH.

(3)

REPORT OF THE TRANSITION TEAM
ASSIGNED TO STUDY MERGER
OF THE
STAUNTON AND HAMPTON SCHOOLS FOR THE DEAF AND BLIND
WITH
THE VIRGINIA DEPARTMENT OF EDUCATION

N. GRANT TUBBS, et. al.
MAY 8, 1984

I. PURPOSE:

The 1984 session of the Virginia General Assembly transferred governance of VSDB-H and VSDB-S to the State Board of Education effective July 1, 1984. This is the DOE transition teams' report of 70 recommendations that were to facilitate a smooth transition.

II. CONTENTS:

The recommendations addressed the following areas:

A. Special Education (3)*

1. VSDB-S can accommodate 475 students; it presently serves 250.
2. Other recommendations involve defining who VSDB is to serve, surrogate parents, and standards for operation.

B. General Education (9)

Recommendations cover: teaching and endorsement requirements, accreditation of programs, administrative review, report of student enrollment, staff in-service training, textbook selection, six-year plans, testing procedures, and curriculum.

C. Vocational Education (9)

Recommendations cover: teaching endorsements, course work, equipment, in-service training for teachers, vocational advisory committee, funding, program evaluation, VERS process, and establishing chapters of vocational student organization.

D. Physical Plant/Property (3)

1. Total assessed value of the two properties probably exceeds \$40 million.

* The number in parentheses following the section title provides the number of recommendations.

2. Recommendations cover: On-site services by the Department of Energy and Facility Services, and DOE should create a full-time position to supervise plant operation at the two facilities.

E. Fire Safety (4)

Recommendations cover: verifying compliance with fire detection and safety requirements, upgrading fire extinguishers, evacuation and disaster plans, and upgrading the fire alarm system.

G. Transportation (5)

Recommendations cover: review of vehicle safety regulations, insurance, inventory of all vehicles, and driver qualifications.

H. Food Service (5)

Recommendations cover: federal food programs, dietitian, and financial accounting practices.

I. Medical Service (4)

Recommendations cover: security for medical clinic, 24-hour coverage, help with filling a nurse vacancy, hiring a nurse to supervise both clinics.

J. Administration (2)

Recommendations cover: delineating a structure for management, endorsing policies and procedures of previous Board of Visitors.

K. Administrative Automation and Instructional Computing (7)

Recommendations cover: studying current CAI, decide what accounting functions can be done at DOE.

L. Fiscal Operations (5)

Recommendations cover: the fiscal systems can be connected with those of DOE, and decisions need to be made about payroll, centralization of operations, and purchasing procedures.

M. Personnel (70)

Recommendations cover: VSDB continuing with their P-14 positions, further study of personnel procedures, providing in-service training about state's grievance procedure, etc., convert non-classified personnel to state classified system.

N. Public Relations (2)

Recommendations cover: updating current promotional material, decisions about recruiting students.

O. Other (5)

Recommendations cover: purchases of special equipment for deaf and blind, creating mechanisms for student advocacy, developing a mechanism for dealing with child abuse complaints, developing plans for emergencies.

**REPORT OF THE AD HOC COMMITTEE
ON THE UTILIZATION OF FACILITIES
AT THE VIRGINIA SCHOOL FOR THE DEAF AND THE BLIND**

(5)

DR. JOHN E. ALLEN, et. al.
DECEMBER 13, 1985

I. PURPOSE:

Recommend ways to expand the mission of the Virginia Schools for the Deaf and the Blind to make better use of the facilities at the two schools.

II. CONTENTS:

A. Supportive Information

	Res. Students	Non-Res. Students	Total	Students Served as Itinerant	Non-Itin. Cosmology Students	Total
VSDB-H	124	68	192	-0-	20	212
VSDB-B	145	20	165	25	-0-	190
TOTAL	269	88	357	25	20	402

1. Children who could benefit from residential placement:
 - a. Severely emotionally disabled
 - b. Multi-handicapped
 - c. Brain damaged
2. Children who would be incompatible with the expanded residential program at VSDB-H:
 - a. Severely emotionally disturbed
 - b. Severely and profoundly handicapped
 - c. Terminally ill
3. Children who would be most compatible with VSDB-H:
 - a. Post secondary deaf or blind
 - b. Learning disabled
 - c. Children who had trauma
 - d. Autistic
 - e. Mentally retarded
4. Other Programs:
 - a. Summer school for deaf or blind
 - b. Regional assessment center
 - c. Vocational-Technical Center

- d. Foster care
- e. Program for illiterate adults
- f. Program for pregnant youth
- g. Computer center

B. Ad Hoc Committee Considerations:

- 1. Model vocational-technical post-secondary program for the deaf and the blind
- 2. Seriously emotional disabled - While this was the greatest need, there were also serious drawbacks.
- 3. Multi-handicapped - Consider serving other multi-handicapped children in addition to mentally handicapped deaf and mentally handicapped blind
- 4. Children receiving a dual diagnosis
 - a. Head injured
 - b. Autistic
 - c. Mentally retarded
 - d. Deaf or blind emotionally disabled

C. Ad Hoc Committee Recommendations:

- 1. Expansion of existing mission of Schools for the Deaf and Blind to include additional programs:
 - a. Mentally handicapped children other than MH-deaf and MH-blind at VSDB-Hampton
 - b. Dual diagnosis at VSDB-Hampton
 - c. Vocational-Technical post-secondary program at VSDB-Staunton
- 2. Consolidate the deaf, blind, and multi-handicapped programs at one center and use the other facilities for:
 - a. Residential school for the gifted
 - b. Another handicapped population
 - c. Other state agency programs
 - e. Dispose of facility

D. Appendices Provide:

- 1. Number of day and residential students 1984-85
- 2. Summaries of use of facilities at VSDBs
 - a. Programming
 - b. Space

SURVEY OF SCHOOL DIVISIONS TO DETERMINE POTENTIAL
SERVICES AND PROGRAMS THAT COULD BE PROVIDED BY
THE SCHOOLS FOR THE DEAF AND THE BLIND

(6)

DEPARTMENT OF EDUCATION
APRIL, 1986

I. PURPOSE:

To determine potential services and programs that could be provided by the Schools for the Deaf and the Blind.

II. CONTENTS:

- A. List of services for the VI and whether or not LEA would ask for the services.
- B. List of services for the HI and whether or not LEA would ask for the services.
- C. Potential programs to assist school divisions.
- D. Items:
 - 1. School divisions would ask for many of the services listed.
 - 2. Average enrollment of LEA interested in services - 3,800 (i.e., small and medium LEA).
 - 3. Of the 19 services listed, there are 13 that more than 50% of the responding LEA would want for VI children.
 - 4. Of the 19 services listed, there are 15 that more than 50% of the responding LEA would want for VI children.

SURVEY OF PARENTS OF CHILDREN OF
THE SCHOOLS FOR THE DEAF AND THE BLIND

(7)

DEPARTMENT OF EDUCATION
APRIL 1986

I. PURPOSE:

To determine:

1. Percent satisfaction with existing services
2. Additional services needed
3. Percent reaction to the Ad Hoc Committee on the Utilization of Facilities recommendations

II. CONTENTS:

- A. Parent satisfaction with existing services
- B. Additional services needed
- C. Parent reaction to Ad Hoc Committee on the Utilization of Facilities recommendations
- D. Items:
 1. Indicate how satisfied you are with the present services offered at the school.
 - a. It is very clear that parents of both schools are very supportive of their respective schools.
 2. What additional programs should the schools provide?
 - a. Parents would like to see vocational education expanded.
 3. If schools were closed and programs moved to the other, would you send your child?
 - a. Hampton: The majority of parents would not.
Yes: 17 (22%) No: 37 (48%) U: 20 (26%) NR: 3 (4%)
 - b. Staunton: The majority of parents would not.
Yes: 21 (22%) No: 51 (54%) U: 22 (23%)
 4. How important is it for your child to participate in educational and extracurricular activities with non-handicapped children?
 - a. Hampton: 91% think it is important.
 5. Maps that list school divisions that would ask for 50% or more of the services listed.

COST ANALYSIS FOR OPERATING ONE OR TWO STATE
SCHOOLS FOR THE DEAF AND BLIND IN VIRGINIA

(8)

DEPARTMENT OF INFORMATION TECHNOLOGY
MARCH, 1987

I. PURPOSE:

"...to determine the real cost to the state of continuing to operate both schools and, more pertinently, the difference between that cost and the cost to operate a single "consolidated" school at either Hampton or Staunton."

II. CONTENTS:

- A. Projection of 10 years of student enrollment at the two schools and at one "combined" school.
- B. The data showed that:
 - 1. Either school's facilities could handle the projected combined enrollment.
 - 2. Enrollment at one of the schools would bottom-out in 1992.
- C. Projection of staff expenses for each school and at the "consolidated" school.
- D. Survey of parents.
- E. If Staunton or Hampton closed, would you send your children to the other facility?
- F. The analysis indicate that dollar savings would be significant if either school was closed, and the savings would be greater if Hampton was the site of the consolidated facility.
- G. Local school divisions will need at least two years for budget planning to prepare for those students who will return to public school.

DEMOGRAPHIC CHARACTERISTICS OF THE HEARING
AND VISION IMPAIRED STUDENT POPULATION
IN VIRGINIA'S PUBLIC SCHOOLS

(10)

JULIA MARTIN
1987

I. PURPOSE:

To document the populations demographically and socio-economically and to compare important subgroups within it.

II. CONTENTS:

A. Methodology

1. Data gathering method
2. Data availability and quality
 - a. Hard to obtain since it is not all kept in one place or in the way requested.
 - b. Incomplete and not recent.
 - c. "As result, many of the variables which the Department of Education hoped to examine are not contained in this report because the data received were of insufficient quantity to permit analysis." (page 3 of report)

3. Data Analysis

Problem: The report considers HI and VI children together as one population; they are two separate populations with different needs.

B. Data Analysis

The following data is presented for 1) the combined population of HI and VI students and, 2) non-residential placement vs residential placement:

1. Geographic distributions
2. Sex and age distributions
3. Impairment type
4. Severity of impairment
5. Origin of impairment
6. Additional handicaps
7. Status in school
8. Grade of enrollment
9. Enrollment track
10. Family and socio-economic status
11. Enrollment by non-residential and residential school

Information about the separate VI population and HI population, and VI/HI population is also presented.

C. Summary

Hampton enrolls more students (are they mostly day students?)

D. Appendix

Notable among the appendices is Appendix D; Projections of Hearing- and Vision-Impaired students

**FORUM REPORT AND RECOMMENDATIONS
TO THE BOARD OF EDUCATION**

(11)

**VSDB ADVISORY COMMITTEE
FEBRUARY 9, 1989**

I. PURPOSE:

The Board of Education requested the Advisory Committee for VSDB to conduct public forums in the seven DOE regional planning districts to collect information concerning the future mission of VSDB.

II. CONTENTS:

A. Forums:

1. Announcements were sent to 7,000 persons.
2. 192 attended; largest groups were teachers (60) and parents (57).

B. Questions:

1. For each site, the report delineated:
 - a. The panel
 - b. Those who attended
 - c. Questions, concerns, and comments that were raised

C. Recommendations:

1. Initiate a major marketing endeavor to acquaint people with the services at VSDB.
2. A formal program of technical assistance should be made available by the two VSDB's.
 - a. They should become assessment centers for deaf, blind, and mentally handicapped; free of charge.
 - b. Staff of VSDB should be invited to LEA's for eligibility and triennial review of deaf and blind students.
 - c. VSDB should establish regional centers to assist professionals who are working with the birth to age five deaf and blind population.
 - d. VSDB should serve as model centers for those who are training to become teachers of the deaf and the blind.
 - e. Provide adult educational courses for deaf and blind adults.

3. Determine how many deaf and blind students are served by other state agencies and out-of-state agencies who could benefit from VSDB. Consider VSDB providing respite care.
 4. VSDB's could be used to expand services for deaf and blind students. Example: summer school, regional satellite programs, and vocational programs.
 5. Use VSDB-Hampton as a residential school for the gifted.
 6. Supervision of educational services for the visually handicapped be assigned to a DOE employee.
 7. Maintain both VSDB's.
- D. Comparison of all schools for the deaf and blind nationwide, in region III, and the two VSDB's

	<u>VSDB-H</u>	<u>VSDB-S</u>	<u>Nationwide</u>	<u>Region III</u>
Enrollment	181	151	289	202
Employees	185	164	301	196
Annual Budget	\$5.8M	\$5.2M	\$7.87M	\$5.9M

"Statistical data reported in the American Annals of the Deaf, Directory Edition 1987, and the annual report of the American Printing House for the Blind, 1987, shows a total of 99 deaf/blind residential schools in the U.S. These schools serve 16,407 children for an average of 165.7 per school. VSDB-Hampton currently has 181 students and VSDB-Staunton has 151 students and rank as the 30th and 36th largest residential school in the U.S., respectively."

DRAFT: RECOMMENDATIONS ON THE FUTURE DIRECTION (12)
OF THE VIRGINIA SCHOOLS FOR THE DEAF AND THE BLIND
AT HAMPTON AND STAUNTON

JOANN M. MARCHANT

____ (Date) _____

I. PURPOSE:

To review the status of the programs at the two Virginia Schools for the Deaf and the Blind at Hampton and Staunton.

II. CONTENTS:

A. VSDB Memberships and Capacities

As of March, 1989

VSDB-H			VSDB-S				GRAND TOTAL
	Res.	Non- Res.	Total	Res.	Non- Res.	Total	
Deaf	47	51	98	87	22	109	207
Blind	20	17	37	30	4	34	71
MH	34	12	46	-0-	-0-	-0-	46
TOTALS	101	80	181	117	26	143	324
Space for Res. Students	216			350			

B. Private School Placement in 1987-88

Handicap	In-State	Out-of State	Total
Mentally Retarded	4	21	25
Autistic	40	3	43
Multi- Handicapped	8	21	29
TOTAL	52	45	97

A study of the buildings and grounds at both schools indicate that they could not be easily adapted to a facility serving the multi-handicapped without incurring prohibitive costs.

C. Recommendations

1. Mission of VSDB-H: serve as a statewide school for residential programs for:
 - a. MH-Deaf
 - b. MH-Blind
 - c. Other MH students
 - d. Severely mentally retarded
 - e. Autistic
2. Mission of VSDB-S: serve as a statewide school providing residential programs for:
 - a. Deaf
 - b. Blind
3. Acquaint LEA personnel and parents of every potentially eligible residential student of the mission and programs at VSDB-H and VSDB-S.
4. Legislation should be submitted to the General Assembly encouraging education placement of severely mentally retarded, multi-handicapped and autistic students at VSDB-H.
5. Address the needs of students, parents, and staff during the transition to the new mission of the two schools.

D. Implementation Schedule for the Residential Mission of VSDB-H and VSDB-Staunton--begin in 1990-91 and complete in July, 1993.

ADVISORY PAPER TO THE VIRGINIA DEPARTMENT OF EDUCATION (13)
ON THE DRAFT DOCUMENT

JOINT ADVISORY COMMITTEE FOR THE EDUCATION OF STUDENTS WITH
SEVERE HANDICAPS AND THE STATEWIDE SYSTEMS CHANGE PROJECT
OCTOBER 16, 1989

I. PURPOSE:

To respond to the DOE draft document: Recommendations on the future directions of the Virginia Schools for the Deaf and Blind at Hampton and Staunton.

II. CONTENTS:

A. Position Statement:

1. "....the draft recommendations....are not in the best interest of children and families and should not be implemented...."
2. The recommendation encourages segregate facilities for mentally handicapped, severely retarded, and autistic students rather than offering services in or near their local school division.

B. Recommendations:

1. **Location:** Services for all students should be in or near their community. (6 recommendations)
2. **Integration:** Children with severe handicaps should be educated with their non-handicapped peers. (4 recommendations)
3. **Individual Program:** Programs should be based on individual need. (2 recommendations)
4. **Personnel:** Teachers should be qualified. (4 recommendations)

PLANS FOR THE FUTURE DIRECTION OF THE
VIRGINIA SCHOOL FOR THE DEAF AND THE BLIND

(14)

BOARD OF EDUCATION
MARCH 29, 1990

I. PURPOSE:

To decide the future direction of the School for the Deaf and the Blind after reviewing the status of the programs at the two schools.

II. CONTENTS:

The following items were approved:

- A. VSDB-Staunton will be the statewide facility for residential education for deaf and/or blind students.
- B. VSDB-Hampton will continue its residential program for deaf and blind students with multiple handicaps.
- C. Both schools will continue throughout the transition period (7-1-91 to 7-1-94) to provide non-residential services for deaf and/or blind students within their geographic area.
- D. After July 1, 1991, VSDB-Hampton will not enroll any deaf or blind students with IEPs designating residential placement, except deaf and/or blind multi-handicapped students.
- E. After July 1, 1991, VSDB-Staunton will receive all new applications for admission of deaf and blind students.
- F. After July 1, 1992, VSDB-Staunton, in cooperation with the Department for Deaf and Hard of Hearing and the Department for the Visually Handicapped will serve as the statewide resource center for the deaf and the blind. VSDB-Hampton will serve as the regional resource center for the Tidewater area.
- G. By July 1, 1991, VSDB-Staunton will offer short-term, residential, highly-concentrated programs of instruction to help deaf or blind students learn new skills. VSDB-Hampton will have similar programs in the Tidewater area.
- H. By July 1, 1991, both schools will have evaluation and assessment services available for school division and parents.
- I. By April, 1990, parents and students at VSDB-Hampton can visit VSDB-Staunton.
- J. By July, 1992, the schools, in cooperation with colleges and universities, will serve as centers for teacher education and in-service programs.
- K. By July 1, 1992, the school will offer summer programs and comprehensive transition programs for students preparing for employment.

- L. The Department for the Visually Handicapped and the Department for the Deaf and Hard of Hearing will be requested to assist the schools in developing programs that will integrate with their activities in school divisions.
- M. In planning the future direction of the two schools, the Department of Education will seek the advice and involvement of other state agencies concerned with the education of the handicapped.
- N. The future mission and use of VSDB-Hampton will be evaluated by Department of Education staff. Recommendations will be given to the Board of Education by July 1, 1990.

JOANN M. MARCHANT

 (date) **I. PURPOSE:**

There is no stated purpose for the report. The report covers services to the multi-handicapped population, admissions, staff, technical assistance services, and logistical/budget concerns.

II. CONTENTS:**A. Multi-Handicapped/Populations to be Served:**

1. Recommends that service continue to the severely and profoundly handicapped, multi-handicapped, deaf-blind (including autistic-like), multi-deaf, multi-handicapped deaf, multi-handicapped blind, regional deaf, and regional blind students.
2. Don't serve "autistic"
3. Additional services for:
 - a. Short-term, intensive instruction for the deaf and the blind
 - b. Traumatic brain injured students

<u>Students</u>	<u>Present #</u>	<u>Recomm. No. During 1992-94</u>
SPH/MH (residential)	Approx. 55	80
Blind (residential)	Approx. 30	30
Deaf (residential)	Approx. 37	37
Short-term deaf	-0-	12 each year
Short-term blind	-0-	12 each year
Regional Blind (day)	9	9
Regional Deaf (day)	58	58
Traumatic Head Injury	-0-	15

B. Admission/Dismissal Procedures for SPH and Multi-Handicapped Students:

1. Recommend that SPH Technical Assistance Centers and Community Services Boards be involved in application process.
2. Recommend that multi-handicapped students at VSDB-Hampton who could be served in their community be transferred back.

C. Private and Out-of-State Residential Placement

Recommend that VSDB-Hampton invite parents/guardians and LEA of students who are placed out-of-state to visit the VSDB-Hampton campus.

D. Retraining for Staff:

1. Continue the cooperative college courses that are developed between VSDB-Hampton and Norfolk State.
2. Set up a series of in-services for VSDB staff. The in-services would cover topics such as vocational programs, transition, and behavior modification.
3. Have staff visit similar programs, both in Virginia and out-of-state.

PLANNING COMMITTEE TO DEVELOP ALTERNATIVE USES FOR VSDB -
HAMPTON FACILITY

ELLIOTT, JOHNNA, et. al.
JUNE 21, 1990

I. PURPOSE:

To develop alternative uses for the VSDB-Hampton Facility

II. CONTENTS:

- A. Transitional Educational Program - Vocational Emphasis.
The program would serve students ages 17 to 21 and prepare them for positions in technology, service and other trades. An independent living component would be connected with it.
- B. Transitional Educational Program - College Preparatory
The program would serve students ages 17 to 21 and prepare them to enter community colleges and university programs. An independent living component would be connected with it.
- C. Short Term Intensive Residential Program
This program would be a statewide residential program which would serve students who are at-risk for dropping out of school, being expelled, or being labeled Severely Emotionally Disturbed. It would serve children up to 1 year in a program that would offer both intensive diagnosis and academic classes.
- D. State Department of Education Training Center
The facility could be a site for conducting Doe training programs.

DRAFT REPORT OF WORK GROUP I

(16B)

RICHEY, VAN DERWERKEN, et. al.
JUNE, 1992

I. PURPOSE:

To develop a plan to transition out-of-community students back to their communities.

II. CONTENTS

A. Introduction: Report focuses on students with severe handicaps who are:

1. At VSDB-Hampton
2. Enrolled out-of-community
3. Those who live the community, but experience shortage.

B. Basic Assumptions of Report

C. Plan Overview

1. Appointment of a panel of experts who will oversee and direct the development and implementation of each course of action outlines in this plan.
2. Closing admission to VSDB-Hampton and transitioning current students back to their communities
3. Transitioning all students who are out-of-community back to their communities
4. Developing a plan for inter-agency service provision within each student's home community
5. Preventing future out-of-community placement

D. Appendix

Provides three examples of innovative out-of-community placement.

(17)

DRAFT: REPORT ON FUTURE PROGRAM FOR
THE VIRGINIA SCHOOL FOR THE DEAF AND THE BLIND AT HAMPTON

JOANN M. MARCHANT
JUNE 29, 1990

I. PURPOSE:

To suggest programs for VSDB-H that would carry out the mission that was approved by the Board of Education in March, 1990.

II. CONTENTS:

A. Mission Statement/Rationale

Suggests a mission statement that says VSDB-H would serve a small population of students with multiple handicaps and also day programs for deaf and blind students from the Tidewater area. In addition, it would provide a short-term, transitional placement for traumatic brain-injured students.

B. Program

This section is almost word-for-word from the Future Mission of VSDB-H Report, MH Populations to be Served section.

C. Admission and Placement Procedures

1. Residential placement should be considered as a last resort.
2. A placement document should be developed which:
 - a. Documents all local options that have been considered.
 - b. Contains plans for the student's return to the LEA.
3. Students who are now being served at VSDB-H but who could be served in their LEA, should be returned.

D. Review of Residential Placement by Local School Division

E. Technical Assistance Services

1. VSDB-H could serve as a regional technical assistance center for deaf-blind and multi-handicapped students.
2. VSDB's staff could serve as regional consultants to the LEA for hearing impaired, visually impaired, and multi-handicapped students.
3. Conduct comprehensive evaluations.
4. Develop a conference center that could support local and statewide conferences.

F. Program Development Considerations - These programs are based on earlier reports.

1. Program Development:

- a. Plan programs for multi-handicapped students that include communited-based curriculum
- b. Vocational education
- c. Parents, teachers from LEA and state agencies should develop each child's program

2. Seven day programming

3. Summer programming

4. Special equipment

5. Professional development for supervisors (Marchant report)

G. Future Use of the Facility

Once the programs for SPH and MH are developed, excess space could be used for one or more of the following options:

1. Transitional secondary programs
2. Residential program for gifted, performing arts, or foreign languages
3. Special education curriculum center
4. Clearinghouse/resource center on disabilities
5. Research projects
6. Rental space for other programs
7. Residential program for emotional disabilities
8. Semi-skilled nursing facility
9. Group home
10. Respite program
11. Training center for respite or foster care personnel.

H. Appendices

1. Cooperative Program for Visually Handicapped Students and Hearing Impaired Students.
2. Board for Rights of Virginians with disabilities, Steering Committee recommendations.

REPORT ON PROPOSED FUTURE PROGRAM FOR THE VIRGINIA
SCHOOL FOR THE DEAF AND BLIND AT HAMPTON TO THE
BOARD OF EDUCATION

(18)

DR. E. B. HOWERTON, JR.
JANUARY, 1991

I. PURPOSE:

To recommend a mission and use for VSDB-Hampton that will be considered by the Board of Education.

II. CONTENTS:

A. Executive Summary

B. Introduction

(Essentially the Marchant Report June 29, 1990)

C. Mission Statement and Rational:

1. Provide services to multi-handicapped students whose needs cannot be met in the normal public school setting.
2. Placement for some out-of-state students.
3. Regional day programming for deaf students and blind students.

Note: The mission should be evaluated during the 1992-94 budget cycle. While the 1978 General Assembly mandated that VSDB-Hampton serve mentally handicapped students, additional funds were never appropriated.

D. Rational:

1. Need for a residential facility.
2. VSDB-Hampton already has programs.
3. Deaf and/or blind adults employed or unemployed--VSDB-Hampton can assist with employment skills.

E. Programs proposed for VSDB-Hampton (see Marchant Report June 29, 1990)

F. Additional Programs:

1. Short-term transition programs for deaf or blind students who need intensive skills instruction.
2. Education services for infants: age birth to two.
3. Program for emotionally disturbed students.

4. Vocational skills program for young adult deaf or blind persons.
- G. Admission and Placement Procedures (see Marchant Report June 29, 1990):
1. In addition, there should be a neutral admission committee at the state level which would determine the appropriate VSDB for placement.
- H. Review of Residential Placement by Local School Division. (See Marchant Report June 29, 1990).
- I. Technical Assistance Services:
1. Statewide and regional technical assistance for deaf/blind and multi-handicapped students.
 2. Comprehensive evaluation services.
 3. Conference center.
 4. Technical adaptive devices for hearing impaired, visual impaired, and multi-handicapped students.
- J. Program Development Consideration. (See Marchant Report June 29, 1990, minus seven-day program and equipment needs):
1. Service programs: continue VSDB-H's three-week summer session.
 2. Professional development center.
- K. Future Use of the Facility:
1. Preparation and professional development of teaching the handicapped.
 2. Advanced professional development for teachers of the multi-handicapped.
 3. Statewide diagnostic resource center for deaf, blind, and multi-handicapped students.
 4. Temporary placement for difficult-to-handle students.
 5. Residential program for gifted or performing arts.
 6. Special educational curriculum center.
 7. Clearinghouse/resource center for students with disabilities.
 8. Technology training center.
 9. Site for electronically delivered instructions.
 10. Coordination center for all statewide organizations serving the handicapped.

11. Respite Care.
 12. Site for programs sponsored by DOE.
- L. Appendices (see Marchant Report June 29, 1990).

**SURVEY TO DETERMINE PERCEIVED VALUE OF OPTIONS
FOR FUTURE USE OF THE VIRGINIA SCHOOL FOR THE
DEAF AND BLIND AT HAMPTON**

(19)

**CHET WALROD
APRIL 1, 1991**

I. PURPOSE:

To facilitate future program planning at VSDB-Hampton.

II. CONTENTS:

A. 358 surveys mailed, 155 returned.

B. Four Highest Rated Options:

1. Admission monitoring
2. Technical assistance center for persons working with handicapped students
3. Alternative for out-of-state residential placement for SPH students
4. Short-term residential placement for severe E.D. students

C. Most Described Options:

1. Short-term residential center for severe E.D. students
2. Alternative for out-of-state placement of SPH students

D. Least Described Options:

1. Regional gifted facility
2. Leased facility
3. School for the performing arts

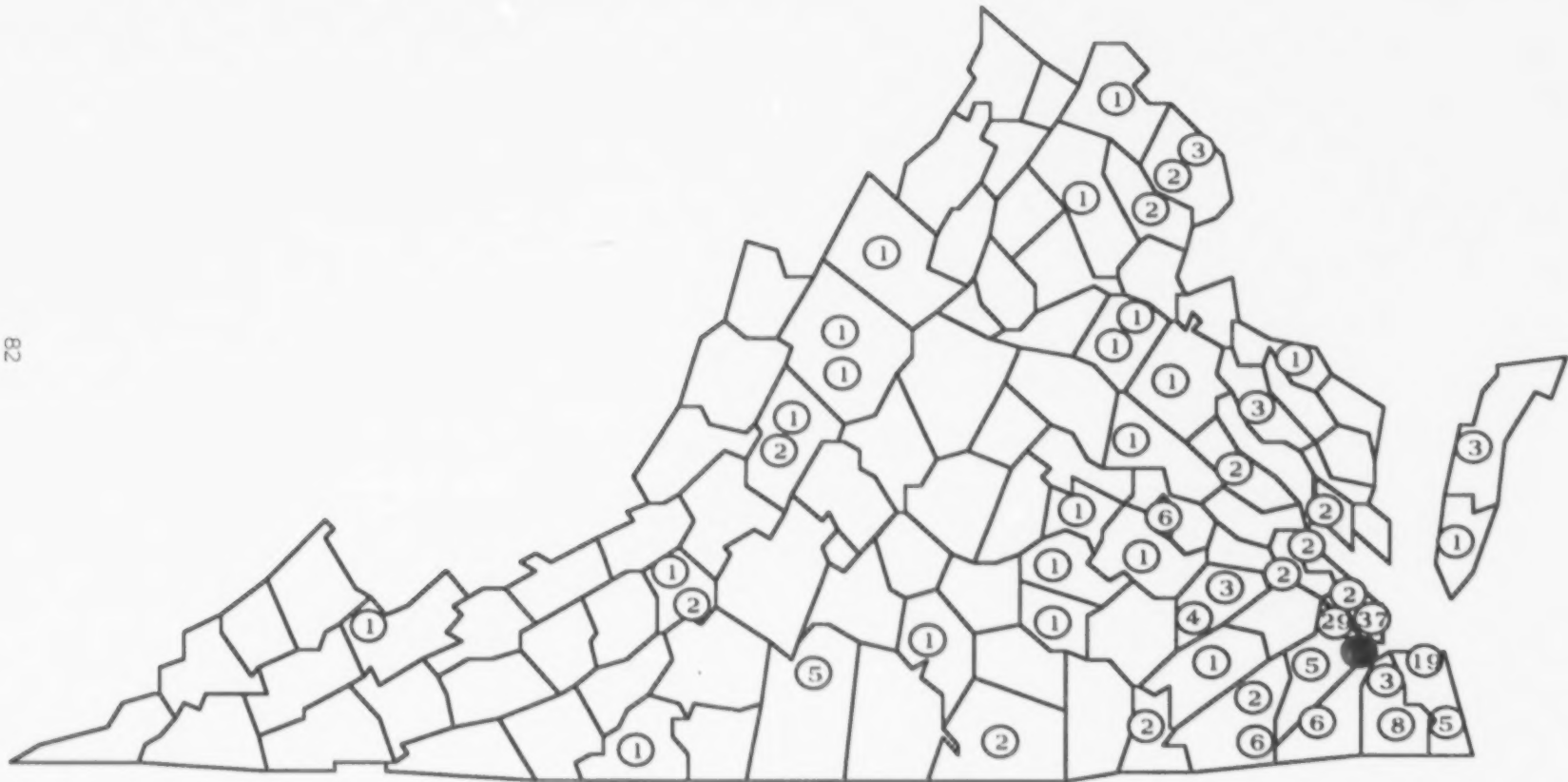
E. Additional Suggestions:

1. Long-term residential program for Severely E.D. students
2. Sell facility
3. Long-term residential program for SPH students

Commonwealth of Virginia



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96

97

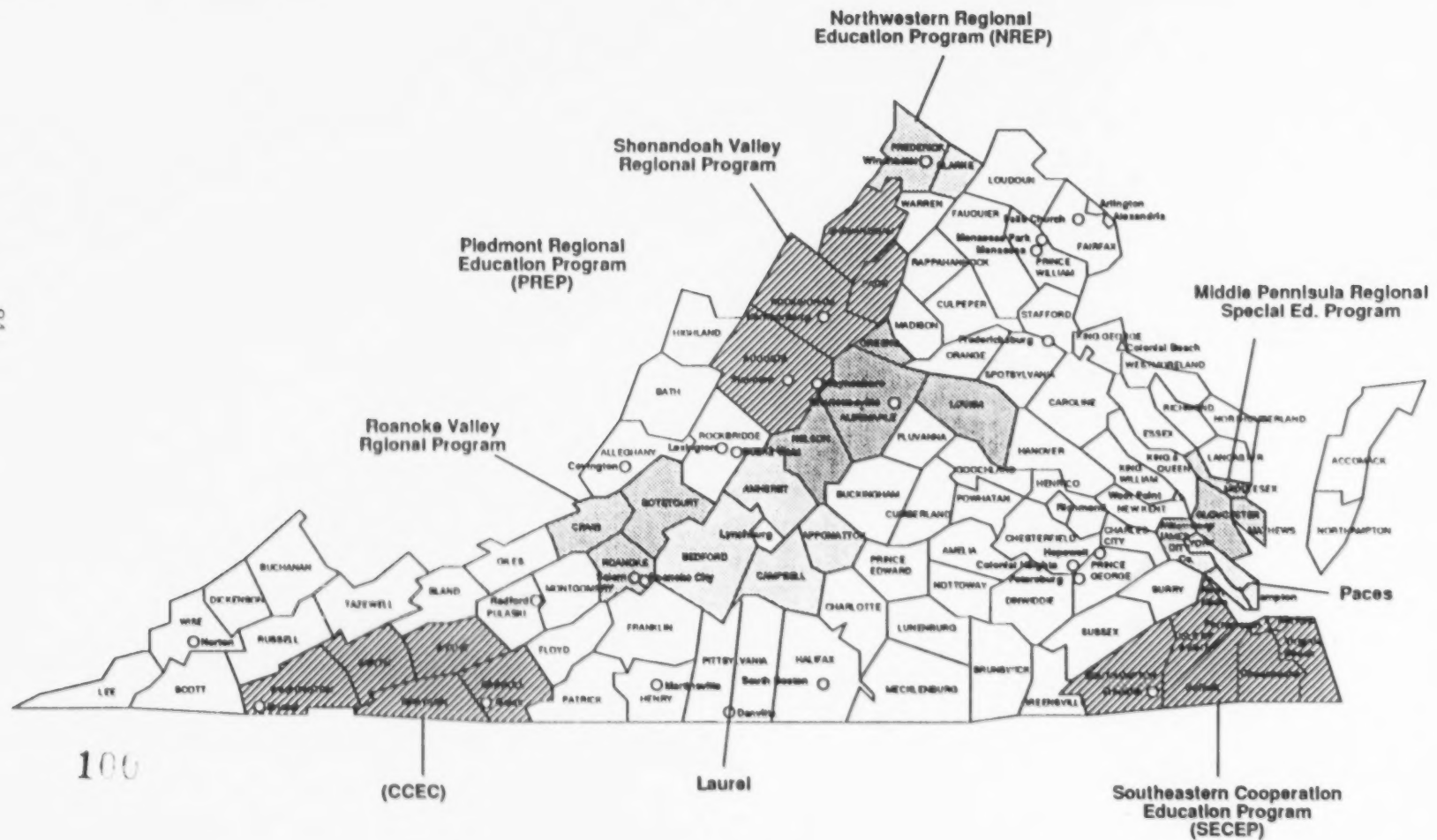
83



(note: include both residential & nonresidential students)
as of 8/91

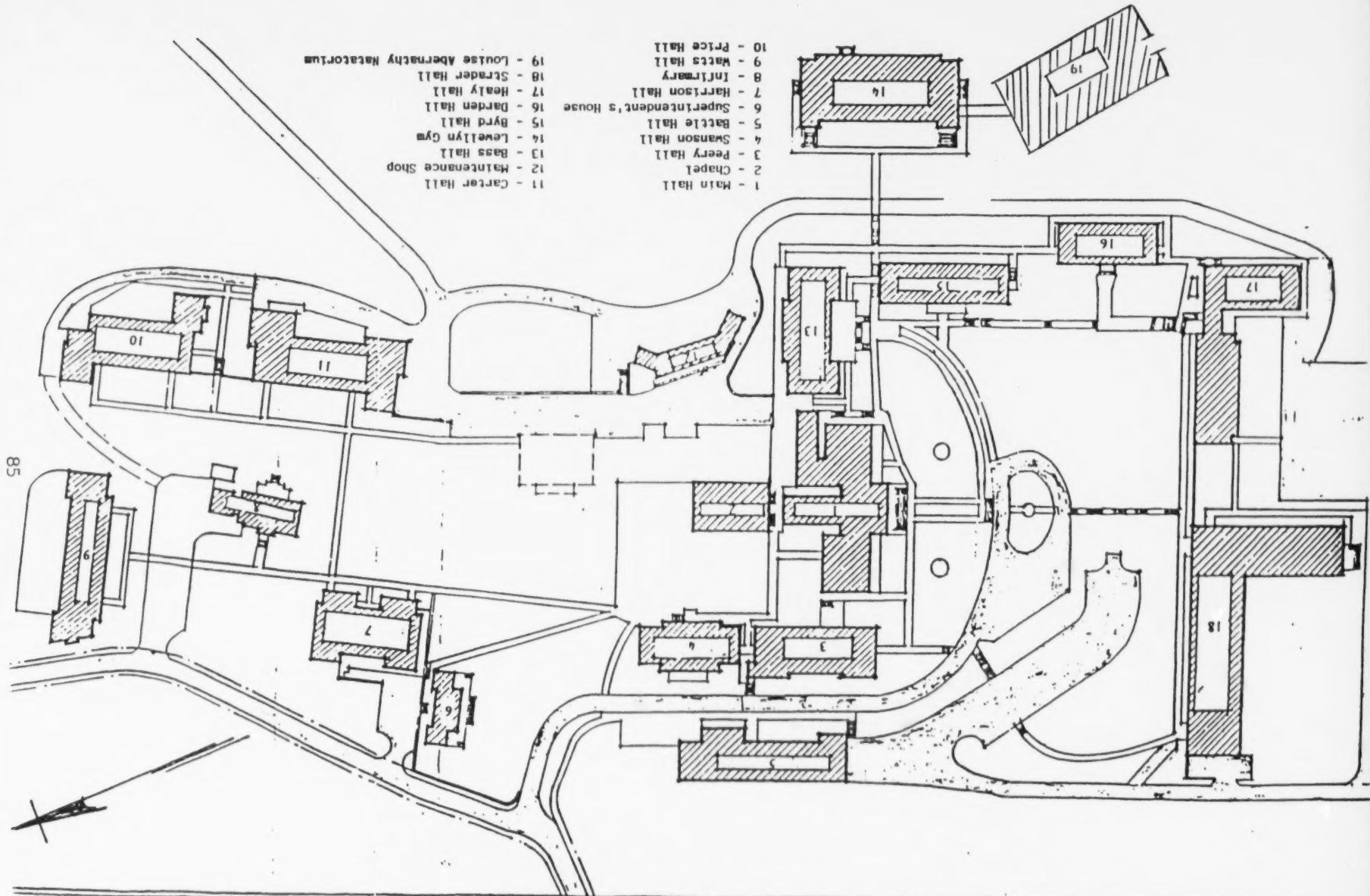
Regional Special Education Programs

84



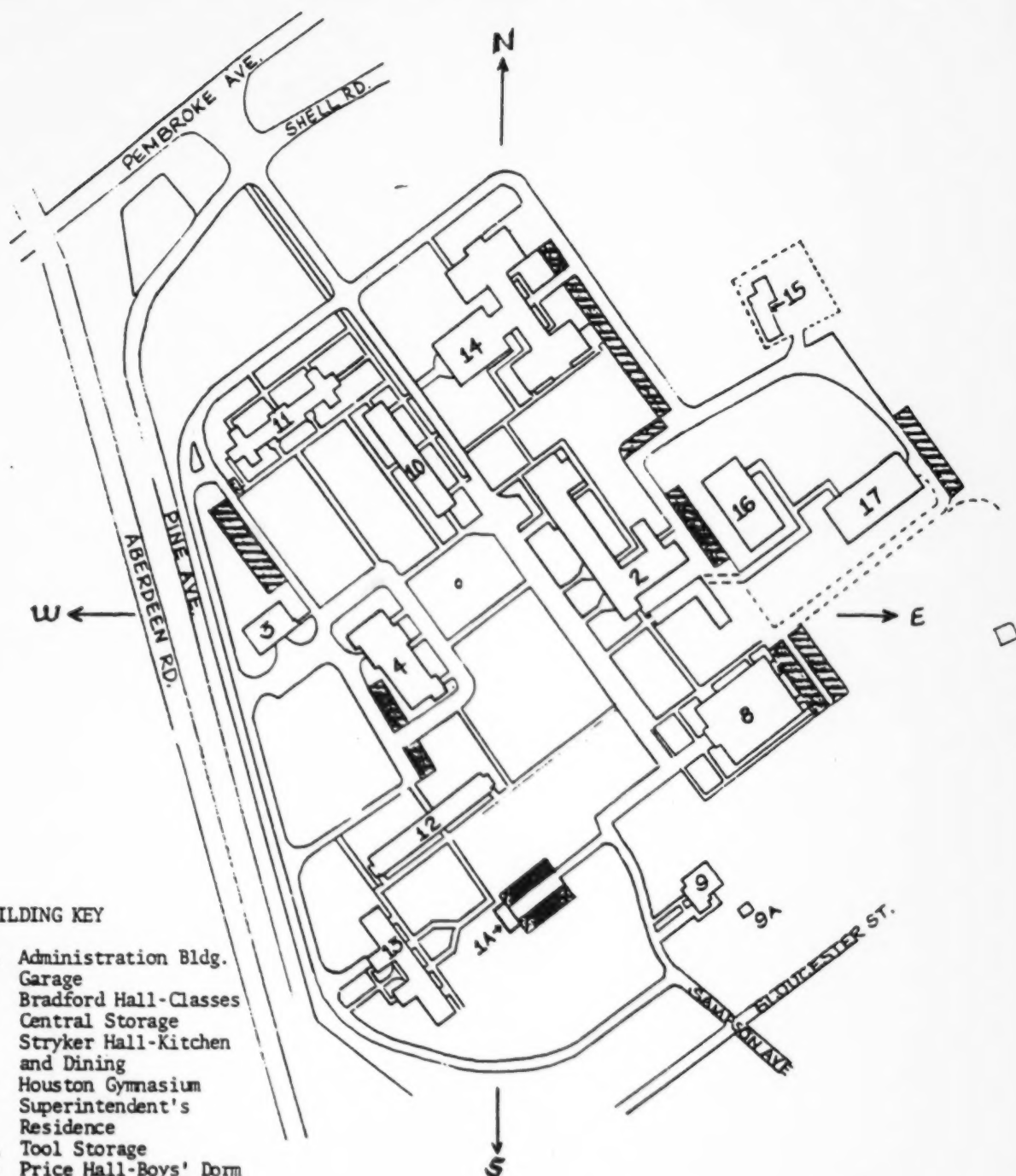
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BUILDING KEY

- 1A Administration Bldg.
Garage
- 2 Bradford Hall-Classes
- 3 Central Storage
- 4 Stryker Hall-Kitchen
and Dining
- 8 Houston Gymnasium
- 9 Superintendent's
Residence
- 9A Tool Storage
- 10 Price Hall-Boys' Dorm
- 11 Butler Hall-MH Center
- 12 Ritter Hall-Girl's Dorm
- 13 Jones Hall-Admin. and
Health Services
- 14 Palmer Hall-Vocational
- 15 Equipment Shed
- 16 Blind High School
- 17 Blind Elementary School
-  Parking Areas



VIRGINIA SCHOOL FOR THE DEAF
AND BLIND AT HAMPTON

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